DOCUMENT RESUME

ED 343 470 HE 025 333

AUTHOR Robbins, Rebecca L., Ed.
TITLE The NEA 1992 Almanac of Higher Education.
INSTITUTION National Education Association, Washington, D.C.
REPORT NO ISSN-0743-670X
PUB DATE 92
NOTE 182p.
AVAILABLE FROM National Education Association, 1201 16th Street, N.W., Washington, DC 20036.
PUB TYPE Books (010) -- Statistical Data (110) -- Reference Materials - General (130)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Faculty; Court Litigation; *Educational Finance; *Educational Trends; Endowment Funds; *Enrollment; Faculty Evaluation; Faculty Fellowships; Faculty Integration; Federal Aid; Federal Legislation; *Higher Education; Meetings; Minority Groups; Politics of Education; Scholarly Journals; State Aid; Teacher Attitudes
IDENTIFIERS Higher Education Act 1965; *National Education Association; Pell Grant Program

ABSTRACT

This publication presents 1992 higher education and National Education Association (NEA) facts and statistics, updating what appeared in earlier editions and including for the first time tables from three recent studies on faculty. The book arranges information in four sections. The first, "The Academy: A Statistical Profile," covers higher education enrollments, endowments, state and federal appropriations, and current trends in the receipt of undergraduate and graduate degrees. Included here are data on faculty perceptions and new information on faculty evaluations and diversity. The second section, "Review of the Year," offers a look at educational, political, judicial, and extra-curricular developments over the past year as well as a selected listing of new publications in the area of higher education. The third section, "Resources and References," lists forthcoming academic meetings, higher education journals and reference aids, and fellowship sources for higher education faculty. The final section, "NEA and Higher Education," includes an essay on the history of the association, NEA policy and advisory statements, the legislative program, the current financial crisis in higher education, and various aspects of NEA functioning (the Standing Committee on Higher Education, journal, membership and benefits, and bargaining units). (JB)

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The NEA 1992 Almanac of Higher Education

National Education Association
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Washington, DC 20036

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Don Cameron, Executive Director

The *NEA Almanac of Higher Education* is published by NEA Publishing.
Director: Sam Pizzigati.

Editor: Rebecca L. Robbins. Production: Barbara Bohrer.

Subscriptions for the *NEA Almanac of Higher Education, Thought and Action*, and the *NEA Higher Education Advocate* are free to NEA members in higher education. Libraries and other institutions can subscribe to NEA higher education publications as a package for $30 annually.

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Introduction

The *NEA Almanac of Higher Education* began publication in 1985 as the first yearly reference guide to include a collection of higher education facts and statistics for faculty and staff. This 1992 edition continues our tradition of providing quality and useful information for all NEA members working in institutions of higher education.

The *NEA 1992 Almanac of Higher Education* updates a wide array of information that has appeared in previous editions, including everything from higher education statistics to the actions taken by NEA policy-making bodies. This year, we have added several interesting tables from the two new national studies on faculty released this year: *The American College Teacher: National Norms for the 1989-90 HERI Faculty Survey* and *Scholarship Reconsidered: Priorities of the Professoriate, 1990.* We've also included new information from the U.S. Department of Education's *1988 National Survey of Postsecondary Faculty.*

The *1992 Almanac* leads with a statistical section that covers higher education enrollments, endowments, state and federal appropriations, and current trends in the receipt of undergraduate and graduate degrees. This section also provides information on faculty perceptions and new information on faculty evaluations and diversity.

Our "Review of the Year" section offers a look at educational, political, judicial, and extra-curricular developments over the past year. This section also features a selected listing of new publications in the area of higher education.

Lists of forthcoming academic meetings, higher education journals and reference aids, and fellowship sources comprise our third section of the *1992 Almanac.* These lists neatly cover the "three legs" of the academic stool: research, teaching, and community service.

Our final section begins with a look at the history of NEA higher education. Veteran NEA staffer Donald J. Keck provides an

interesting—and perhaps surprising—discussion of the involvement of higher education representatives in the initial activity of NEA.

NEA, of course, continues to be active in lobbying for quality and equality in higher education. Much of the political emphasis in 1991 focused on the reauthorization the Higher Education Act. NEA representatives, including President Keith Geiger, have testified before Congress several times to demand increases in student assistance, improvement in teacher education, financial assistance to middle-income students, and the changing of the Pell Grant program to an entitlement initiative.

As always, we hope you'll find the information in the *NEA 1992 Almanac of Higher Education* useful. We look forward to receiving any comments or suggestions you may have for future issues of the *Almanac*.

—Rebecca L. Robbins, editor

The Academy: A Statistical Profile

Enrollments: Continue To Rise For 1991-92

Student enrollment in the nation is expected to total 60.9 million students this year, up by nearly 1.1 million from a year ago. Of that number, about 46.8 million young people will attend elementary and secondary schools, over 600,000 more than a year ago. Some 14.1 million are expected to enroll in public and private colleges and universities, an increase of more than 500,000 students from fall 1990.

Enrollment in educational institutions, by level of instruction and by type of control: Fall 1981 to fall 1991 (in thousands)

Level of instruction and type of control	Fall 1981	Fall 1985	Fall 1989	Fall 1991[1]
Elementary and secondary schools[2]	45,522	44,979	45,881	46,841
Public	40,022	39,422	40,526	41,575
Private	5,500	5,557[1]	5,355	5,267
Kindergarten through grade 8[3]	31,370	31,225	33,320	34,313
Public	27,270	27,030	29,158	30,186
Private	4,100	4,195[1]	4,162	4,127
Grades 9 through 12	14,152	13,754	12,562	12,529
Public	12,752	12,392	11,369	11,389
Private	1,400	1,362[1]	1,193	1,140
Higher education[4]	12,372	12,247	13,458	14,105
Public	9,647	9,479	10,515	10,982
Private	2,725	2,768	2,943	3,123
All levels	57,894	57,226	59,339	60,946
Public	49,669	48,901	51,041	52,557
Private	8,225	8,325	8,298	8,390

NOTE: Data for fall 1989 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1991*; *Projections of Education Statistics to 2002* (forthcoming). (August 1991)

[1]Estimated.

[2]Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and federal schools.

[3]Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment of three- to five-year-olds grew from 4.9 million in 1981 to 6.7 million in 1990.

[4]Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges. Excludes students in noncollegiate postsecondary institutions.

College Enrollments: Diversification and Slight Increase Expected

The total 1988-89 college enrollment reached nearly 13.5 million students, a 3.2 percent increase over 1987-88. Because of increasing numbers of older students, enrollment in college this fall is expected to edge up slightly. Only moderate increases are anticipated by the mid-1990s.

Undergraduate enrollment in institutions of higher education, by attendance status, gender, type, and control of institution: Fall 1988-89

Type and control of institution	Total	Gender		Attendance status	
		Men	Women	Full-time	Part-time
4-year					
1988	8,175	3,912	4,263	5,688	2,487
1989	8,374	3,969	4,406	5,795	2,579
Percent change	2.4	1.4	3.4	1.9	3.7
Public					
1988	5,544	2,633	2,911	3,839	1,705
1989	5,694	2,681	3,013	3,934	1,760
Percent change	2.7	1.8	3.5	2.5	3.2
Private					
1988	2,631	1,280	1,352	1,850	781
1989	2,680	1,288	1,393	1,861	819
Percent change	1.9	0.6	3.1	0.6	4.8
2-year					
1988	4,868	2,086	2,782	1,742	3,126
1989	5,083	2,187	2,897	1,832	3,252
Percent change	4.4	4.8	4.1	5.1	4.0
Public					
1988	4,612	1,974	2,638	1,570	3,042
1989	4,821	2,067	2,754	1,654	3,167
Percent change	4.5	4.7	4.4	5.3	4.1
Private					
1988	256	112	144	172	84
1989	263	120	143	178	85
Percent change	2.7	7.4	–0.9	3.6	0.9
Total 1988	13,043	5,998	7,045	7,430	5,613
Total 1989	13,458	6,155	7,302	7,627	5,831
Percent change	3.2	2.6	3.7	2.6	3.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fall Enrollment surveys (1988 and 1989).

*Includes students enrolled in less-than-2-year institutions of higher education.

State College Enrollments: Down, With California, New York Highest

Nearly 1 million students attended California's public colleges and universities in 1989. New York enrolled almost 437,000 students in its public higher education institutions. An additional 338,709 students attended private colleges in New York—the nation's highest state total. Texas placed third with an enrollment of 618,749 full-time students.

Full-time-equivalent enrollment in institutions of higher education, by control, type of institution, and state: Fall 1989

	Public 4-year	Public 2-year	Private 4-year	Private 2-year	Total
Alabama	100,003	48,841	15,760	3,092	167,696
Alaska	16,227	—	1,313	255	17,795
Arizona	77,868	69,537	9,494	1,638	158,537
Arkansas	50,018	11,228	9,158	2,213	72,617
California	413,500	523,402	165,046	8,172	1,110,120
Colorado	93,143	35,082	14,983	5,165	148,373
Connecticut	48,688	21,955	44,223	1,268	116,134
Delaware	19,525	5,833	5,371	—	30,729
Dist. of Columbia	7,475	—	54,471	—	61,946
Florida	129,019	171,739	70,224	4,995	375,977
Georgia	110,175	32,451	37,420	8,666	188,712
Hawaii	18,792	12,404	8,018	—	39,214
Idaho	25,877	3,850	1,832	—	39,455
Illinois	160,735	183,260	129,694	7,305	480,994
Indiana	142,702	20,265	50,492	2,702	216,161
Iowa	59,876	35,714	40,361	1,872	137,823
Kansas	72,406	30,840	10,581	813	114,640
Kentucky	82,354	22,119	18,307	5,741	128,521
Louisiana	114,008	10,739	22,078	2,331	149,156
Maine	25,097	3,917	11,747	1,164	41,925
Maryland	84,236	55,157	26,734	627	166,754
Massachusetts	85,934	45,445	184,812	9,769	325,950
Michigan	206,687	115,183	57,632	3,839	383,341
Minnesota	101,144	42,152	43,102	4,368	190,766
Mississippi	50,463	36,865	8,215	2,771	98,314
Missouri	98,734	39,360	62,240	2,621	202,955
Montana	24,660	3,494	2,589	832	59,729
Nebraska	46,761	16,856	14,047	593	78,257
Nevada	19,173	11,761	206	23	31,163
New Hampshire	18,348	4,431	19,206	1,269	43,254

	Public 4-year	Public 2-year	Private 4-year	Private 2-year	Total
New Jersey	100,389	67,939	42,817	2,977	214,122
New Mexico	38,269	17,875	1,511	—	57,655
New York	271,141	165,807	318,285	20,424	775,657
North Carolina	121,568	80,248	57,066	4,963	263,845
North Dakota	26,448	6,464	2,325	177	35,414
Ohio	234,679	72,815	89,114	16,120	412,728
Oklahoma	76,205	30,933	15,892	4,727	127,757
Oregon	55,775	42,319	17,802	285	116,181
Pennsylvania	198,499	58,477	173,619	45,748	476,343
Rhode Island	19,433	7,988	30,302	—	57,723
South Carolina	64,759	26,364	20,391	4,316	115,830
South Dakota	20,954	—	5,915	249	53,482
Tennessee	88,581	35,880	41,033	5,736	171,230
Texas	329,223	208,486	76,617	4,423	618,749
Utah	42,414	17,160	29,096	890	89,560
Vermont	13,735	2,215	11,110	1,738	28,798
Virginia	132,868	66,180	43,970	2,207	245,225
Washington	71,245	85,666	26,258	1,898	185,067
West Virginia	51,116	6,594	6,020	2,175	65,905
Wisconsin	130,638	57,433	35,622	1,018	224,711
Wyoming	10,433	9,805	—	606	20,844
TOTAL	4,619,374	2,717,565	2,184,121	212,667	9,733,727

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment survey 1989.

—Data not reported or not applicable.

Bachelor's Degrees: Business and Management Lead Way in '88-'89

The total number of bachelor's degrees awarded in 1988-1989 rose to 1,017,667, a 24,305 student increase over 1987-1988. Business and management increased by nearly 3,500 to 246,659. Women earned over 115,000 of the business and management master's degrees. Bachelor's degrees in education increased by nearly 6,000.

Bachelors degrees conferred by institutions of higher education by gender and program area: 1988-1989

Program Area	Men	Women	Total
Agriculture and natural resources	9,295	4,193	13,488
Architecture and environmental design	5,580	3,611	9,191
Area and ethnic studies	1,613	2,336	3,949
Business and management	131,419	115,240	246,659
Communications and communications technologies	19,263	29,362	48,625
Computer and information sciences	21,221	9,416	30,637
Education	21,662	75,326	96,988
Engineering and engineering technologies	73,651	11,622	19,339
Foreign languages	2,879	7,895	10,774
Health sciences	8,926	50,185	59,111
Home economics	1,380	13,337	14,717
Law	785	1,191	1,976
Letters	14,237	29,086	43,323
Liberal/general studies	10,051	13,408	23,459
Library and archival sciences	16	106	122
Life sciences	17,970	18,109	36,079
Mathematics	8,221	7,016	15,237
Military sciences	378	41	419
Multi/interdisciplinary studies	8,419	9,794	18,213
Parks and recreation	1,709	2,462	4,171
Philosophy and religion	4,122	2,289	6,411
Physical sciences	12,097	5,107	17,204
Protective services	9,074	5,552	14,626
Psychology	14,181	34,335	48,516
Public affairs and social work	4,948	10,306	15,254
Social sciences	59,924	47,790	107,714
Theology	4,108	1,214	5,322
Visual and performing arts	14,558	23,223	37,781
Not classified by field of study	1,410	1,018	2,428
TOTAL ALL FIELDS	483,097	534,570	1,017,667

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Completions in Institutions of Higher Education 1988-1989.*

Master's Degrees: Education Continues As Fastest-Growing Field

The number of men earning master's degrees in education increased by 903 in 1988-1989, nearly a 5 percent increase. The total number of education degrees increased by almost 6 percent. Two other programs—agriculture and natural resources and home economics—showed losses. Women earned over 51.5 percent of degrees awarded.

Master's degrees conferred by institutions of higher education by gender and program area: 1988-1989

Program area	Men	Women	Total
Agriculture and natural resources	2,231	1,014	3,245
Architecture and environmental design	2,191	1,187	3,378
Area and ethnic studies	497	481	978
Business and management	48,557	24,597	73,154
Communications and communications technologies	1,710	2,523	4,233
Computer and information sciences	6,769	2,623	9,392
Education	20,286	61,952	82,238
Engineering and engineering technologies	21,355	3,186	24,541
Foreign languages	602	1,309	1,911
Health sciences	4,210	15,045	19,255
Home economics	311	1,863	2,174
Law	1,491	607	2,098
Letters	2,272	4,336	6,608
Liberal/general studies	495	913	1,408
Library and archival sciences	816	3,124	3,940
Life sciences	2,484	2,449	4,933
Mathematics	2,058	1,366	3,424
Military sciences	0	0	0
Multi/interdisciplinary studies	1,966	1,259	3,225
Parks and recreation	213	247	460
Philosophy and religion	755	519	1,274
Physical sciences	4,204	1,533	5,737
Protective services	722	324	1,046
Psychology	2,799	5,780	8,579
Public affairs and social work	6,398	11,530	17,928
Social sciences	6,493	4,361	10,854
Theology	3,003	1,622	4,625
Visual and performing arts	3,598	4,636	8,234
Not classified by field of study	496	394	890
TOTAL ALL FIELDS	148,982	160,780	309,762

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Completions in Institutions of Higher Education 1988-1989.*

Doctoral Degrees: Women Show 6.4 Percent Increase in '88-'89

The number of doctoral degrees earned in 1988-1989 increased by 2.6 percent to 35,759. The number of women earning doctoral degrees rose by 6.4 percent while men increased .5 percent. The highest increase registered was in engineering and engineering technologies—up by 342, or 8.2 percent total. Military sciences awarded no degrees.

Doctoral degrees conferred by institutions of higher education by gender and program area: 1988-1989

Program area	Men	Women	Total
Agriculture and natural resources	952	232	1,184
Architecture and environmental design	63	23	86
Area and ethnic studies	57	53	110
Business and management	844	306	1,150
Communications and communications technologies	137	111	248
Computer and information sciences	457	81	538
Education	2,894	3,889	6,783
Engineering and engineering technologies	4,133	400	4,533
Foreign languages	169	253	422
Health sciences	612	827	1,439
Home economics	59	204	263
Law	46	30	76
Letters	559	679	1,238
Liberal/general studies	16	16	32
Library and archival sciences	27	34	61
Life sciences	2,235	1,298	3,533
Mathematics	711	171	882
Military sciences	0	0	0
Multi/interdisciplinary studies	158	99	257
Parks and recreation	28	8	36
Philosophy and religion	341	123	464
Physical sciences	3,093	759	3,852
Protective services	19	8	27
Psychology	1,429	1,834	3,263
Public affairs and social work	208	209	417
Social sciences	1,939	939	2,878
Theology	1,022	143	1,165
Visual and performing arts	443	312	755
Not classified by field of study	54	13	67
TOTAL ALL FIELDS	22,705	13,054	35,759

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Completions in Institutions of Higher Education 1988-1989.*

First Professional Degrees: Up Slightly From '87-'88

The total number of first professional degrees has increased slightly to 70,758. The largest increases over '87-'88 occurred in the fields of medicine (up 363) and chiropractic medicine (up 258). Degrees in the theological professions were down by 469, or by 7.8 percent. Dentistry and veterinary medicine suffered 2.4 and 3.5 percent declines respectively. The number of women earning first professional degrees increased slightly while the number of male degree earners again decreased.

First professional degrees conferred by institutions of higher education by gender and field of study: 1986-1987, 1987-1988, and 1988-1989

Field of Study	1986-87			1987-88			1988-89		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Chiropractic (D.C. or D.C.M.)	1,864	1,864	2,493	1,963	669	2,632	2,159	731	2,890
Dentistry (D.D.S. or D.M.D.)	3,603	3,603	4,741	3,216	1,135	4,351	3,139	1,108	4,247
Law, general (LL.B. or J.D.)	21,561	21,561	36,056	21,124	14,345	35,469	21,048	14,519	35,567
Medicine (M.D.)	101,431	101,431	15,428	10,107	4,984	15,091	10,326	5,128	15,454
Optometry (O.D.)	697	697	1,082	672	351	1,023	683	410	1,093
Osteopathic medicine (D.O.)	1,206	1,206	1,618	1,123	421	1,544	1,183	452	1,635
Pharmacy (D. Phar.)	351	351	861	383	568	951	422	652	1,074
Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)	468	468	590	495	150	645	487	149	636
Theological professions, general (B.D., M.Div., Rabbi)	5,192	5,192	6,518	5,088	1,386	6,474	4,639	1,366	6,005
Veterinary medicine (D.V.M.)	1,150	1,150	2,230	1,117	1,118	2,235	981	1,176	2,157
Total, all fields	46,523	46,523	71,617	45,288	25,127	70,415	45,067	25,691	70,758

NOTE: First-professional degrees require at least 6 years of college work for completion (including at least two years of preprofessional training).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Completions in Institutions of Higher Education 1988-1989*.

Full-Time Faculty: Student Evaluations Used Most Often

In assessing full-time faculty teaching performance, student evaluations were used in 92 percent of the departments in two-year colleges and in 98 percent of departments in four-year universities.

Percentage of department chairs using indicated methods to assess teaching performance of full-time faculty, by method, type and control of institution, and department program area: Fall 1987

Type and control of institution, and department program area	Departments with full-time faculty	Method 1 A Student evals.	B Dept. chair evals.	C Peer evals.	D Self evals.	E Dean evals.	F Other student measures
	Number	%	%	%	%	%	%
All institutions[2]	40,582	97	84	53	47	40	14
Four-year institutions	30,579	98	82	54	43	37	15
Two-year institutions	10,003	92	87	50	60	50	13
Four-year, by type[3]							
Doctoral	10,633	98	78	52	25	15	15
Public nondoctoral	7,901	99	85	63	43	37	13
Private nondoctoral	12,045	98	85	49	59	56	16
Four-year, by area[4]							
Professional	9,478	99	87	48	44	33	13
Arts & science	17,816	98	79	57	43	37	16
Other	3,285	100	86	50	40	47	11
Four-year, by type & area							
Doctoral							
Professional	4,160	99	88	48	32	18	15
Arts & sciences	5,405	98	71	56	19	12	15
Other	1,068	100	76	49	30	22	11
Public nondoctoral							
Professional	2,661	98	88	54	47	37	13
Arts & sciences	4,345	99	81	66	40	35	13
Other	895	100	91	73	44	49	12
Private nondoctoral							
Professional	2,656	100	86	43	59	53	12
Arts & sciences	8,066	97	84	54	61	55	19
Other	1,323	99	90	36	47	67	11

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1988 National Survey of Postsecondary Faculty."

[1]Methods listed in descending order of overall frequency of users. A = evaluation by students; B = department/division chair evaluations; C = peer evaluations; D = self evaluation; E = dean evaluations; F = Measures of student performance other than test scores, placement, or honors.

[2]All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education, *except* religious, medical, and other specialized institutions.

[3]Doctoral: public and private research and doctorate-granting institutions. Public nondoctoral: public comprehensive and liberal arts institutions. Private nondoctoral: private comprehensive and liberal arts institutions.

[4]Professional: business, education, engineering, and health sciences departments. Arts & sciences: arts, humanities, natural sciences, and social sciences departments. Other pgorams: agriculture, communications, continuing education, home economics, library sciences, theology, interdisciplinary, and miscellaneous other departments.

Part-time Faculty: Departmental Evaluation Considered Important

Some 81 percent of two-year colleges and 79 percent of four-year colleges view evaluations by the department or division chair to be important in assessing the teaching performance of both full- and part-time faculty.

Percentages of department chairs using indicated methods to assess teaching performance of part-time faculty, by method, type, and control of institution, and department program area: Fall 1987

Type and control of institution, and department program area	Departments with part-time faculty	Method 1 A Student evals.	B Dept. chair evals.	C Peer evals.	D Self evals.	E Dean evals.	F Other student measures
	Number	%	%	%	%	%	%
All institutions[2]	31,050	94	80	36	26	22	13
Four-year institutions	22,546	96	79	38	24	20	14
Two-year institutions	8,504	89	81	29	32	26	11
Four-year, by type[3]							
Doctoral	7,502	95	72	38	16	7	14
Public nondoctoral	6,279	97	83	45	21	17	13
Private nondoctoral	8,765	95	83	34	32	34	14
Four-year, by area[4]							
Professional	6,775	95	82	38	26	18	11
Arts & science	13,013	95	76	40	22	20	15
Other	2,758	98	86	34	28	27	15
Four-year, by type & area							
Doctoral							
Professional	2,706	92	78	38	24	12	13
Arts & sciences	4,064	96	66	38	10	4	14
Other	732	100	80	38	24	3	11
Public nondoctoral							
Professional	2,074	98	83	45	21	19	12
Arts & sciences	3,441	97	81	44	21	14	13
Other	764	98	86	50	22	24	13
Private nondoctoral							
Professional	1,994	98	86	30	34	26	8
Arts & sciences	5,508	94	80	38	31	35	16
Other	1,262	97	90	22	34	43	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1988 National Survey of Postsecondary Faculty."

[1]Methods listed in descending order of overall frequency of users. A = evaluation by students; B = department/division chair evaluations; C = peer evaluations; D = self evaluation; E = dean evaluations; F = Measures of student performance other than test scores, placement, or honors.

[2]All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education, *except* religious, medical, and other specialized institutions.

[3]Doctoral: public and private research and doctorate-granting institutions. Public nondoctoral: public comprehensive and liberal arts institutions. Private nondoctoral: private comprehensive and liberal arts institutions.

[4]Professional: business, education, engineering, and health sciences departments. Arts & sciences: arts, humanities, natural sciences, and social sciences departments. Other programs: agriculture, communications, continuing education, home economics, library sciences, theology, interdisciplinary, and miscellaneous other departments.

Faculty Interests: The Research vs Teaching Conflict

More than one-quarter of all faculty indicate that their interest either "leans" more toward research than teaching or is "very heavily" in research. Forty-five percent of private university faculty indicate a preference for research, but 78 percent of them also identify teaching as their principal activity. Teaching is preferred by 70 percent of the two-year public college faculty and 75 percent of two-year private faculty.

Faculty Interest and Involvement in Research and Teaching, by type of institution (in percentages)

		Universities		4-year colleges		2-year colleges	
	All	Public	Private	Public	Private	Public	Private
Principal activity							
Teaching	90	82	78	93	95	95	94
Research	6	14	18	2	1	0	0
Administration	3	3	3	4	3	3	5
Other	1	1	0	1	1	2	1
Do interests lie primarily in teaching or research?							
Very heavily in teaching	37	17	11	34	42	70	75
Leaning toward teaching	35	35	32	42	42	25	17
Leaning toward research	24	42	45	21	15	5	8
Very heavily in research	4	7	12	3	1	0	1
Hours per week spent teaching classes							
Less than 9	34	61	72	24	20	8	9
More than 12	34	12	6	30	33	78	70
Hours per week spent doing research							
None	20	5	4	14	24	52	54
1–4	28	18	14	33	38	32	32
More than 12	23	42	49	20	11	3	2
Agree *strongly* or *somewhat* that							
Institutional demands for doing research interfere with my effectiveness as a teacher	27	44	35	32	16	6	4

NOTE: This information represents only one component of the full study cited below.

SOURCE: Higher Education Research Institute, UCLA, Los Angeles, *The American College Teacher: National Norms for the 1989-90 HERI Faculty Survey.*

Faculty Demands: Increasing Expectations To Publish

Asked if they agree that it is difficult to achieve tenure without publishing, 45 percent of faculty strongly agree, while 27 percent strongly disagree. As expected, faculty in research and doctorate-granting institution tend to more strongly agree with this question than do the comprehensive, liberal arts, or two-year institutions. Also expected: 53 percent of respondents under 40 years of age strongly agree.

Response to "In my department it is difficult for a person to achieve tenure if he or she does not publish"

	Strongly Agree	Agree with reservations	Neutral	Disagree with reservations	Strongly disagree
Four-Year	60	17	4	11	8
Two-Year	4	2	18	9	67
Research	83	12	1	3	2
Doctorate-granting	71	18	2	6	3
Comprehensive	43	23	6	16	12
Liberal Arts	24	16	9	26	25
Two-Year	4	2	18	9	67
Biological Sciences	52	12	5	5	27
Business	42	10	9	8	31
Education	46	15	5	12	23
Engineering	63	18	7	7	4
Fine Arts	21	15	14	18	32
Health sciences	37	13	10	16	25
Humanities	43	12	7	12	27
Physical sciences	46	11	9	7	27
Social sciences	52	10	5	7	26
Other	28	11	16	11	35
Male	45	13	9	9	25
Female	35	10	8	13	34
Less than 40 years old	53	13	7	8	19
40 years or more	39	12	9	10	29
All Respondents	42%	12%	9%	10%	27%

NOTE: The Carnegie Foundation for the Advancement of Teaching conducted national faculty surveys in 1969 and 1989. The percentage of respondents strongly agreeing with this question increased from 21 percent to 42 percent. Respondents at four-year institutions increased from 6 percent to 43 percent.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, Princeton University Press, *Scholarship Reconsidered: Priorities of the Professoriate*, 1990.

Faculty Diversity: Most Ethnic Faculty Found in Engineering

Private research institutions have the highest percentage of minority full-time faculty. Minorities comprise 7 percent of all engineering faculty. Private doctoral institutions report fewer than 1 percent American Indian faculty. Less than 1 percent of agriculture and home economics faculty are Black. Hispanic faculty tend to focus in the humanities and at private research institutions.

Percentage distribution of full-time regular faculty, by race/ethnicity, type and control of institution, and department program area: Fall 1987

Type and control of institution, and department program area	Full-time regular faculty		Race/Ethnicity of full-time regular faculty				
			American Indian	Asian	Black	Hispanic	White
	Number	%	%	%	%	%	%
All institutions[1]	489,164	100	1	4	3	2	89
By type and control							
Public research	96,228	100	1	5	2	2	90
Private research	39,136	100	0	4	6	5	85
Public doctoral[2]	53,871	100	1	5	2	1	91
Private doctoral[3]	22,107	100	<1	10	2	1	86
Public comprehensive	93,144	100	1	6	4	2	88
Private comprehensive	35,160	100	1	4	2	1	91
Liberal arts	39,086	100	1	3	8	1	87
Public two-year[4]	91,559	100	1	2	3	3	91
Other[5]	14,778	100	0	1	3	1	95
Four-year institutions	378,732	100	1	5	3	2	89
By program area							
Agriculture and home economics	10,912	100	2	1	<1	3	94
Business	24,329	100	1	9	3	1	86
Education	24,464	100	1	1	7	3	88
Engineering	18,682	100	0	15	1	1	83
Fine arts	24,789	100	1	2	3	3	91
Health sciences	78,927	100	1	7	3	1	88
Humanities	47,426	100	1	2	3	4	91
Natural sciences	60,347	100	1	7	1	2	89
Social sciences	40,369	100	1	2	5	2	89
Other fields	48,488	100	1	4	6	1	88

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1988 National Survey of Postsecondary Faculty."

[1]All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

[2]Includes publicly controlled institutions classified by the Carnegie Foundation as specialized medical schools.

[3]Includes privately controlled institutions classified by the Carnegie Foundation as specialized medical schools.

[4]Respondents from private two-year colleges are included only in "all institutions" because of too few cases for a reliable estimate.

[5]Religious and other specialized institutions, except medical, that offer degrees ranging from the bachelor to the doctorate.

Faculty Diversity: Ethnic Part-Time Faculty In Health, Social Sciences

Part-time minority faculty are concentrated in the health sciences (28 percent) and the social sciences (26 percent). Private research institutions tend to employ more part-time minority faculty than other types of institutions. Black faculty comprise 4 percent of all part-time faculty.

Percentage distribution of part-time regular faculty, by race/ethnicity, type and control of institution, and department program area: Fall 1987

Type and control of institution, and department program area	Part-time regular faculty		Race/Ethnicity of part-time regular faculty				
			American Indian	Asian	Black	Hispanic	White
	Number	%	%	%	%	%	%
All institutions[1]	175,589	100	1	3	4	2	90
By type and control							
Public research	10,163	100	1	0	1	0	98
Private research	8,466	100	2	2	12	2	83
Public doctoral[2]	7,403	100	1	0	1	2	96
Private doctoral[3]	10,428	100	0	16	0	7	77
Public comprehensive	21,659	100	4	9	2	1	84
Private comprehensive	9,842	100	0	< 1	0	3	97
Liberal arts	12,917	100	1	0	15	2	82
Public two-year[4]	80,814	100	1	2	3	2	91
Other[5]	12,032	100	0	1	1	0	98
Four-year institutions	80,877	100	2	5	4	2	87
By program area							
Agriculture and home economics	—	—	—	—	—	—	—
Business	5,219	100	0	0	1	0	99
Education	4,233	100	3	4	9	3	81
Engineering	—	—	—	—	—	—	—
Fine arts	8,506	100	0	5	2	4	89
Health sciences	17,214	100	1	10	13	4	72
Humanities	8,598	100	0	3	3	2	93
Natural sciences	10,073	100	1	8	1	1	89
Social sciences	5,693	100	14	7	5	0	74
Other fields	16,577	100	1	0	1	1	97

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1988 National Survey of Postsecondary Faculty."

[1]All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.
[2]Includes publicly controlled institutions classified by the Carnegie Foundation as specialized medical schools.
[3]Includes privately controlled institutions classified by the Carnegie Foundation as specialized medical schools.
[4]Respondents from private two-year colleges are includede only in "all institutions" because of too few cases for a reliable estimate.
[5]Religious and other specialized institutions, except medical, that offer degrees ranging from the bachelor to the doctorate.
—Too few cases for a reliable estimate.

Faculty Salaries: Rate of Increase Very Slight

The average faculty salary rose 5.4 percent in 1990-91. In 1989-90, faculty salaries rose 6.1 percent. When adjusted for a 6 percent inflation rate, the average salary actually decreased by 0.6 percent in 1990-91.

Weighted average salary by category, affiliation, and academic rank: 1990-1991

Academic Rank	Public		Private, independent		Church-related		All	
	Salary	1-year Increase	Salary	1-year Increase	Salary	1-year Increase	Salary	1-year Increase
Doctoral Institutions								
Professor	$60,450	5.2%	$72,950	6.5%	$60,790	5.3%	$62,910	5.5%
Associate professor	44,000	4.9	49,420	5.9	44,980	5.4	44,870	5.1
Assistant professor	36,980	4.8	41,640	6.4	38,030	6.6	37,820	5.2
Instructor	25,910	5.3	32,340	3.9	30,000	1.9	26,840	4.9
Lecturer	31,290	—	34,460	—	28,080	—	31,810	—
All Ranks	47,650	5.1	57,320	6.3	47,520	5.6	49,320	5.4
Comprehensive Institutions								
Professor	52,190	5.3	52,820	5.5	51,180	6.4	52,180	5.4
Associate professor	41,570	5.2	41,050	6.1	40,700	6.9	41,390	5.5
Assistant professor	34,460	5.4	33,020	6.3	33,950	6.6	34,160	5.7
Instructor	26,170	4.6	24,520	4.7	27,310	7.6	25,980	4.8
Lecturer	26,500	—	28,380	—	33,560	—	26,920	—
All Ranks	42,170	5.3	40,730	5.9	41,010	6.6	41,830	5.5
Baccalaureate Institutions								
Professor	44,900	5.5	49,610	6.1	40,040	6.0	44,570	5.9
Associate professor	37,550	5.6	38,200	6.0	33,080	5.8	35,980	5.8
Assistant professor	31,390	5.7	31,570	6.3	28,020	6.2	29,980	6.1
Instructor	26,510	6.1	25,470	5.8	23,600	6.5	24,760	6.2
Lecturer	27,110	—	32,840	—	22,470	—	28,030	—
All Ranks	36,410	5.6	38,620	6.1	32,440	6.0	35,480	6.0
2-year Institutions with academic ranks								
Professor	45,050	4.3	35,080	6.6	30,460	9.6	44,620	4.4
Associate professor	38,070	4.3	29,950	5.6	26,320	4.8	37,680	4.3
Assistant professor	31,870	4.5	27,150	6.1	23,300	4.3	31,470	4.5
Instructor	27,060	4.1	21,530	5.8	20,520	9.2	26,740	4.2
Lecturer	22,490	—	—	—	—	—	22,370	—
All Ranks	36,420	4.3	28,280	5.1	25,320	6.4	35,960	4.4
2-year Institutions without academic ranks								
All Ranks	37,200	5.4	28,660	5.2	25,320	6.4	35,960	5.4
All institutions except institutions without academic ranks								
Professor	55,830	5.2	61,620	6.2	47,240	6.0	56,210	5.5
Associate professor	42,210	5.0	43,280	6.0	37,540	6.0	41,780	5.3
Assistant professor	35,200	5.1	35,540	6.4	31,050	6.4	34,640	5.5
Instructor	26,330	4.8	26,240	4.9	24,800	6.4	26,090	5.0
Lecturer	29,310	—	33,190	—	27,690	—	29,930	—
All Ranks	44,020	5.1	47,010	6.2	37,270	6.1	43,720	5.4

NOTE: Salary figures are based on numbers from 2,215 institutions; percentage increases are based on figures from 1,754 institutions.

SOURCE: American Association of University Professors.

—No data reported.

Faculty Salaries: Bargaining Differential Over $5,100

Public college and university faculty with collective bargaining agreements earned an average of over $5,100 more per year than their nonbargaining counterparts in 1990-91. In 1989-90, the spread was $6,000. In all major fields except "business and management," collective bargaining faculty have a higher salary than noncollective bargaining faculty. Overall, salaries are 13 percent higher for collective bargaining institutions than for noncollective bargaining institutions.

Average faculty salaries in public institutions by selected disciplines, rank, and institutional bargaining status: 1990-1991

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Agribusiness and Agricultural Production	No Barg.	43,875	36,249	31,452	29,495	24,308	37,852
	Barg.	45,255	47,421	39,894		48,991	44,036
Architecture and Environmental Design	No Barg.	47,333	41,639	34,539	31,834	27,210	40,617
	Barg.	54,502	40,814	33,030		30,761	44,190
Area and Ethnic Studies	No Barg.	48,503	39,192	33,079	29,533	25,700	38,901
	Barg.	52,177	43,941	35,177	32,326	30,230	43,800
Business and Management	No Barg.	56,069	47,762	43,144	46,694	28,828	46,668
	Barg.	56,693	45,827	39,707	39,563	27,386	45,863
Business: Accounting	No Barg.	58,488	49,519	43,319	44,765	28,136	46,908
	Barg.	58,975	48,718	41,087	37,883	29,030	48,148
Business: Business Administration	No Barg.	54,106	46,139	40,949	44,927	27,133	44,435
	Barg.	56,974	46,542	39,590	39,875	29,454	46,768
Business: Business Economics	No Barg.	51,727	44,845	39,457	38,905	26,879	44,492
	Barg.	55,066	43,655	38,003	37,500	29,719	45,584
Business: Hotel/Motel Management	No Barg.	52,809	46,213	35,872		25,000	43,024
	Barg.	51,886	42,624	43,033	39,750	20,214	45,280
Business: Marketing Management	No Barg.	56,507	48,089	44,407	47,352	28,912	47,243
	Barg.	56,725	47,766	42,755	42,163	26,991	48,850
Business: Secretarial and Related Programs	No Barg.	46,797	37,906	32,374	36,096	23,291	36,881
	Barg.	48,948	42,180	34,091	36,000	27,760	40,171
Communications	No Barg.	45,595	37,666	30,361	29,612	25,124	34,680
	Barg.	51,713	40,880	33,629	31,626	27,804	40,239
Communication Technologies	No Barg.	45,189	33,769	29,891	31,473	25,886	34,472
	Barg.	54,471	43,224	34,479	34,764	26,860	43,497

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Computer and Information Science	No Barg.	54,674	46,195	40,943	41,906	28,909	43,447
	Barg.	55,922	46,408	39,498	40,092	29,574	45,113
Education	No Barg.	46,763	38,612	31,498	31,915	25,070	38,215
	Barg.	50,891	41,571	34,330	33,897	27,391	41,949
Education: Curriculum and Instruction	No Barg.	45,891	37,903	30,325	29,305	24,229	37,122
	Barg.	51,475	41,121	33,903	31,520	25,224	41,720
Education: Higher Education Administration	No Barg.	49,187	38,966	31,812	30,962	26,211	42,017
	Barg.	51,576	43,305	34,889	28,936		45,264
Education: Special Education	No Barg.	46,360	36,630	31,334	30,314	24,642	37,904
	Barg.	51,585	41,617	33,485	29,826	27,463	42,615
Education: Student Counselling and Personnel	No Barg.	46,401	36,411	30,347	30,125	26,005	38,356
	Barg.	52,645	41,043	33,972	28,593	33,591	44,027
Education: Teacher Education	No Barg.	45,496	36,414	30,426	30,541	24,771	37,131
	Barg.	52,672	42,393	33,861	31,700	27,240	42,139
Education: Industrial Arts	No Barg.	45,179	38,384	33,276	35,418	26,486	37,826
	Barg.	51,664	42,042	34,481	30,388	26,055	42,614
Education: Physical Education	No Barg.	44,967	37,097	31,792	30,426	27,443	35,211
	Barg.	52,372	42,938	34,839	30,753	27,367	40,759
Education: Reading Education	No Barg.	45,417	36,234	31,958	36,573	24,963	36,274
	Barg.	50,947	41,705	31,941	27,000	24,029	43,719
Engineering	No Barg.	56,966	47,234	41,093	41,381	32,615	47,988
	Barg.	58,608	47,071	40,133	41,329	28,759	50,758
Engineering Technologies	No Barg.	45,886	38,935	33,474	32,763	27,199	37,564
	Barg.	53,251	44,008	34,720	35,895	27,904	41,355
Foreign Languages	No Barg.	45,837	36,338	30,008	28,413	23,185	34,772
	Barg.	52,592	41,442	32,659	30,452	26,758	41,975
Allied Health	No Barg.	46,674	37,284	31,461	31,493	26,828	34,326
	Barg.	53,919	41,055	33,882	34,152	27,459	41,128
Allied Health: Occupational Therapy	No Barg.	49,238	38,695	32,811	35,500	27,602	34,639
	Barg.	49,853	39,013	34,847	32,550	20,777	38,261
Allied Health: Physical Therapy	No Barg.	46,545	39,226	34,717	35,283	25,579	35,740
	Barg.	54,232	43,009	38,241	33,030	35,697	42,259
Health Sciences: Speech Pathology/Audiology	No Barg.	47,728	37,393	31,168	31,500	25,358	37,643
	Barg.	53,743	41,915	33,110	30,416	28,030	42,441
Health Sciences: Nursing	No Barg.	45,732	38,451	31,439	30,826	26,851	33,148
	Barg.	53,076	41,239	34,832	31,676	29,779	38,730
Home Economics	No Barg.	47,268	37,537	31,661	32,289	23,599	34,984
	Barg.	50,979	40,917	34,691	31,761	26,271	39,665
Letters	No Barg.	44,787	36,466	29,117	27,645	21,935	34,135
	Barg.	51,200	40,857	32,346	29,387	25,237	41,269
Library and Archival Sciences	No Barg.	47,939	36,828	29,957	27,889	24,162	35,527
	Barg.	51,293	41,208	34,466	28,287	29,404	38,678
Life Sciences	No Barg.	47,244	38,620	31,543	30,207	23,454	40,224
	Barg.	51,910	42,068	33,880	31,367	26,557	45,593

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Mathematics	No Barg.	47,946	38,828	32,588	33,074	24,041	37,294
	Barg.	53,370	42,663	34,883	32,920	27,139	43,585
Multi/Interdisciplinary Study	No Barg.	47,096	39,748	31,899	29,638	26,479	38,971
	Barg.	52,064	43,114	35,439		32.524	45,335
Philosophy and Religion	No Barg.	47,173	37,783	29,811	26,268	24,908	39,206
	Barg.	52,475	40,880	32,399	31,042	29,180	44,195
Physical Sciences	No Barg.	44,798	37,480	32,044	34,717	23,025	38,198
	Barg.	52,276	41,146	32,897	35,200	28,134	45,325
Physical Sciences: Chemistry	No Barg.	47,823	37,984	31,629	31,007	24,695	40,734
	Barg.	53,549	41,999	33,204	30,119	27,132	46,930
Physical Sciences: Geology	No Barg.	47,063	37,761	31,109	30,394	26,118	40,498
	Barg.	52,241	41,653	33,442	33,583	31,465	45,583
Physical Sciences: Physics	No Barg.	48,559	38,617	33,337	33,355	25,827	41,736
	Barg.	53,950	43,185	35,148	31,241	29,021	47,015
Psychology	No Barg.	46,893	37,657	30,884	30,421	25,926	39,239
	Barg.	53,089	42,105	33,587	31,031	28,305	45,442
Protective Services	No Barg.	44,341	37,847	30,793	29,675	25,893	35,253
	Barg.	51,495	40,627	32,139	29,973	31,737	41,098
Social Sciences	No Barg.	43,527	35,640	29,324	29,119	23,259	35,437
	Barg.	50,176	39,138	32,360	32,476	26,659	40,292
Social Sciences: Anthropology	No Barg.	45,855	36,397	29,902	28,402	22,138	38,234
	Barg.	52,619	42,237	34,097	30,163	32,431	46,661
Social Sciences: Economics	No Barg.	53,037	42,324	36,569	37,732	27,860	43,825
	Barg.	53,763	42,782	36,336	36,232	32,657	45,370
Social Sciences: Geography	No Barg.	47,711	38,413	31,210	31,449	25,436	39,769
	Barg.	52,595	41,135	33,482	30,675	31,196	44,234
Social Sciences: History	No Barg.	46,214	37,081	29,191	27,659	23,798	39,564
	Barg.	52,647	41,877	31,927	28,008	27,666	46,252
Social Sciences: Political Science	No Barg.	47,244	38,096	30,606	29,520	25,972	38,892
	Barg.	53,283	40,798	32,297	30,677	28,212	45,216
Social Sciences: Sociology	No Barg.	46,644	37,671	30,409	29,105	23,704	38,214
	Barg.	52,429	41,422	33,853	31,213	31,111	44,865
Visual and Performing Arts	No Barg.	44,839	35,250	29,262	29,007	24,180	35,387
	Barg.	48,549	39,342	31,964	30,398	28,188	40,153
Visual and Performing Arts: Dramatic Arts	No Barg.	45,809	36,116	29,392	28,300	24,624	35,842
	Barg.	51,150	39,018	32,059	31,725	27,231	40,677
Visual and Performing Arts: Drawing	No Barg.	43,559	35,617	29,257	29,037	23,397	35,924
	Barg.	50,765	40,330	32,634	30,045	27,480	42,728
Visual and Performing Arts: Music	No Barg.	44,554	35,806	29,413	28,619	25,141	35,637
	Barg.	50,643	40,442	32,386	30,356	29,955	42,097
All Disciplines	No Barg.	47,753	39,236	32,985	32,587	25,309	38,617
	Barg.	52,890	42,439	34,707	32,556	27,958	43,733

SOURCE: American Association of State Colleges and Universities and the College and University Personnel Association, in conjunction with Appalachian State University, *1990-1991 National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities*, 10-37.

Endowments: Harvard Holds Top Position

Harvard continues to lead the nation in endowments over $60 million and also placed first in total income from voluntary support in 1989-90, with $213,451,868. The University of Texas fell into eighth place in the holdings of university research libraries in the United States and Canada for 1989-90.

Change in endowments in colleges and universities with the largest endowments: June 1989 to June 1990

1989 rank	Institution	Market value June 30, 1989	Market value June 30, 1990
1.	Harvard University	$4,478,976,000	$4,653,229,000
2.	University of Texas System	3,021,474,000	3,256,192,000
3.	Yale University	2,336,495,000	2,570,892,000
4.	Princeton University	2,483,829,000	2,527,140,000
5.	Stanford University[1]	1,775,000,000	2,053,128,000
6.	Columbia University	1,460,356,000	1,494,938,000
7.	Massachusetts Institute of Technology	1,256,165,000	1,404,588,000
8.	Texas A&M University	1,304,536,000	1,369,000,000
9.	Washington University	1,294,209,000	1,365,854,000
10.	Emory University	923,612,000	1,153,875,000
11.	University of Chicago	973,697,000	1,074,505,000
12.	Rice University	970,817,000	1,068,633,000
13.	Northwestern University	893,680,000	983,556,000
14.	Cornell University	823,000,000	926,900,000
15.	University of Pennsylvania	761,408,000	808,409,000
16.	University of Notre Dame	542,501,000	605,630,000
17.	Vanderbilt University	556,567,000	603,708,000
18.	Dartmouth College	632,027,000	593,952,000
19.	University of Rochester	538,078,000	589,007,000
20.	Johns Hopkins University	527,209,000	560,478,000
21.	Rockefeller University	522,663,000	544,274,000
22.	New York University	540,315,000	542,672,000
23.	California Institute of Technology	477,879,000	523,729,000
24.	University of Southern California	459,828,000	496,595,000
25.	University of Virginia	446,476,000	487,007,000
26.	Duke University	426,183,000	472,923,000
27.	University of Michigan	422,809,000	448,209,000
28.	Brown University	398,100,000	425,750,000
29.	Case Western Reserve University	381,075,000	421,820,000
30.	Wellesley College	341,746,000	374,127,000
31.	University of Delaware	329,280,000	360,278,000
32.	Southern Methodist University	334,643,000	355,322,000
33.	Smith College	325,759,000	341,927,000
34.	Swarthmore College	304,911,000	336,014,000
35.	Ohio State University	287,298,000	321,880,000

1989 rank	Institution	Market value June 30, 1989	Market value June 30, 1990
36.	Macalester College [2]	—	320,127,000
37.	Wake Forest University	284,670,000	318,511,000
38.	Williams College	290,637,000	314,679,000
39.	University of Cincinnati	273,133,000	314,461,000
40.	University of Tulsa[1]	272,720,000	309,769,000
41.	Loyola University of Chicago	246,236,000	309,459,000
42.	Carnegie Mellon University	291,271,000	299,168,000
43.	George Washington University	265,772,000	296,677,000
44.	Pomona College	271,053,000	295,982,000
45.	Texas Christian University [2]	—	290,816,000
46.	Grinnell College	294,328,000	286,770,000
47.	Trinity University[1]	266,670,000	285,933,000
48.	Indiana University and Foundation	—	285,929,000
49.	University of Richmond	265,310,000	280,567,000
50.	University of Pittsburgh	259,144,000	279,641,000
51.	Boston College[1]	250,005,000	276,314,000
52.	University of Minnesota	247,438,000	275,255,000
53.	Berea College	252,052,000	271,114,000
54.	Wesleyan University	275,138,000	270,958,000
55.	Amherst College	266,506,000	269,441,000
56.	Baylor University[1]	235,316,000	250,377,000
57.	Lehigh University	225,628,000	244,043,000
58.	Georgetown University	240,674,000	242,255,000
59.	Vassar College	226,953,000	240,670,000
60.	Rensselaer Polytechnic Institute	209,406,000	240,078,000
61.	Tulane University	221,424,000	233,417,000
62.	Oberlin College	220,870,000	229,515,000
63.	Middlebury College	216,920,000	227,488,000
64.	Kansas U. Endowment Association	203,595,000	226,008,000
65.	University of Florida Foundation	198,207,000	218,559,000
66.	Lafayette College	187,117,000	206,081,000
67.	Georgia Institute of Technology	158,174,000	200,446,000
68.	Thomas Jefferson University	185,229,000	196,033,000
69.	Saint Louis University	160,779,000	188,134,000
70.	Pennsylvania State University	166,850,000	180,457,000
71.	Boston University	150,547,000	180,272,000
72.	Mount Holyoke College	163,664,000	180,000,000
73.	University of Nebraska	155,284,000	178,213,000
74.	Carleton College	157,632,000	175,793,000
75.	Texas A&M Development Foundation	—	175,000,000
76.	University of Minnesota Foundation	142,453,000	173,899,000
77.	University of Miami[1]	142,363,000	170,978,000
78.	Purdue University	133,431,000	170,760,000
79.	University of Washington	147,978,000	170,071,000
80.	University of North Carolina at Chapel Hill	151,562,000	169,082,000
81.	Rochester Institute of Technology	155,630,000	165,807,000
82.	Washington State University	144,697,000	165,386,000
83.	Syracuse University	144,015,000	165,042,000
84.	Principia College	—	160,922,000
85.	Northeastern University	—	157,237,000

1989 rank	Institution	Market value June 30, 1989	Market value June 30, 1990
86.	Tufts University	130,666,000	155,615,000
87.	University of Alabama System[1]	—	155,000,000
88.	Bryn Mawr College	133,917,000	154,602,000
89.	Rush University	—	154,410,000
90.	Brandeis University	144,618,000	153,137,000
91.	Bowdoin College	144,156,000	151,744,000
92.	State University of New York at Buffalo	119,044,000	149,632,000
93.	Occidental College	145,211,000	147,278,000
94.	University of Missouri	131,968,000	146,545,000
95.	University of Illinois Foundation	117,478,000	143,348,000
96.	Agnes Scott College	114,823,000	142,747,000
97.	Academy of the New Church	140,016,000	141,843,000
98.	Colorado College	—	137,694,000
99.	Trinity College (Conn.)	113,160,000	137,348,000
100.	Colgate University	123,309,000	137,153,000
101.	Earlham College	122,247,000	132,790,000
102.	Wabash College	—	129,621,000
103.	University of Wisconsin Foundation	101,169,000	127,271,000
104.	Southwestern University	114,554,000	126,673,000
105.	University of Oklahoma and Foundation	—	122,741,000
106.	Virginia Tech Foundation	105,800,000	117,400,000
107.	Hamilton College	113,945,000	114,519,000
108.	Rutgers University	112,097,000	114,002,000
109.	Cranbrook Educational Community	104,863,000	111,213,000
110.	Santa Clara University	—	110,562,000
111.	Washington and Lee University	101,169,000	109,484,000
112.	University of Tennessee System	—	107,145,000
113.	Loyola Marymount University	—	106,353,000
114.	Cooper Union	100,375,000	106,053,000
115.	Claremont McKenna College	—	103,078,000

NOTE: Table includes institutions participating in the comparative-performance study by the National Association of College and University Business Officers.

SOURCE: National Association of College and University Business Officers.

[1]As of May 31.

[2]As of September 30.

State Higher Education Appropriations: Down in Three States

State appropriations for higher education rose from $39.3 billion in 1989-90 to $40.9 billion in 1990-91. California's $6.1 billion appropriation was the nation's largest. Nevada had the greatest two-year gain: 35 percent. Maine had the greatest ten-year gain: 213 percent. Between 1989-90 and 1990-91, Massachusetts, New Jersey, and Rhode Island all cut the level of higher education appropriations.

State tax funds appropriations for operating expenses of higher education: 1980-81, 1988-1989, 1990-1991

	1980–81	1988–89	1990–91	Rank	2-year gain	10-year gain
Alabama	$ 384,848	$ 775,344	$ 866,989	16	12%	125%
Alaska	127,161	166,814	181,834	40	9	43
Arizona	280,446	538,014	613,806	23	14	119
Arkansas	187,567	310,795	319,014	35	3	70
California	3,178,707	5,396,436	6,100,728	1	13	92
Colorado	263,984	475,181	516,793	27	9	96
Connecticut	209,800	473,716	485,846	29	3	132
Delaware	63,811	107,515	122,391	45	14	92
Florida	718,509	1,472,625	1,632,302	5	11	127
Georgia	431,929	812,299	961,283	13	18	123
Hawaii	137,573	267,472	297,625	36	11	116
Idaho	94,146	144,987	183,997	41	27	95
Illinois	1,001,248	1,417,662	1,722,530	4	22	72
Indiana	445,850	755,614	876,162	15	16	97
Iowa	309,039	482,480	576,924	26	20	87
Kansas	259,859	387,969	458,895	30	18	77
Kentucky	307,572	519,683	607,445	24	17	97
Louisiana	398,325	483,033	585,729	25	21	47
Maine	62,622	162,482	195,912	39	21	213
Maryland	367,701	700,598	885,084	14	26	141
Massachusetts	322,498	868,426	697,248	20	–20–	116
Michigan	757,770	1,342,033	1,486,694	7	11	96
Minnesota	489,955	861,462	1,028,528	12	19	110
Mississippi	261,409	425,671	443,597	31	4	70
Missouri	342,685	551,755	637,378	22	16	86
Montana	67,348	105,277	116,648	47	11	73
Nebraska	166,155	253,431	329,121	34	30	98
Nevada	62,107	121,249	163,324	42	35	163
New Hampshire	32,919	72,454	72,959	50	1	122
New Jersey	520,275	1,139,597	1,055,893	11	– 7–	103

	1980–81	1988–89	1990–91	Rank	2-year gain	10-year gain
New Mexico	162,015	276,222	335,466	33	21	107
New York	1,644,361	3,047,894	3,142,943	2	3	91
North Carolina	660,645	1,329,606	1,484,279	8	12	125
North Dakota	61,822	115,723	129,756	44	12	110
Ohio	685,292	1,320,808	1,520,057	6	15	122
Oklahoma	271,180	415,192	509,471	28	23	88
Oregon	250,443	361,188	420,047	32	16	68
Pennsylvania	788,141	1,268,930	1,421,708	9	12	80
Rhode Island	84,111	142,291	141,139	43	– 1–	68
South Carolina	344,492	577,489	644,726	21	22	87
South Dakota	51,134	78,576	91,415	48	16	79
Tennessee	341,087	686,235	743,821	19	8	118
Texas	1,464,881	2,245,958	2,579,342	3	15	76
Utah	155,611	263,964	295,883	37	12	90
Vermont	30,459	53,855	59,830	49	11	96
Virginia	511,737	1,031,167	1,077,934	10	5	111
Washington	467,717	719,437	840,231	18	17	80
West Virginia	167,717	253,525	262,731	38	4	57
Wisconsin	511,067	738,670	843,543	17	14	65
Wyoming	70,504	116,183	120,719	46	4	71
TOTALS	$20,978,234	$36,634,987	$40,887,720		12%	95%

SOURCE: Hines, Edward R., *Appropriations of State Tax Funds for Operating Expenses of Higher Education 1990-1991* (Washington, D.C.: National Association of State Universities and Land-Grant Colleges, 1991).

Federal Higher Education Appropriations: Slight Increase

Most federal higher education programs received nominal increases in funding for FY1991. The Pell Grant appropriation increased from $4,483,915,000 in fiscal 1990 to $5,370,185,000 in fiscal 1991.

Appropriations to higher education programs administered by the U.S. Department of Education: Fiscal Years 1990 and 1991

	Fiscal 1990 budget	Fiscal 1991 budget
Student assistance		
Pell Grants	$ 4,673,478	$5,370,185,000
Supplemental Grants	458,650,000	520,155,000
College Work-Study	601,765,000	594,689,000
Income-contingent loans	9,863,000	4,880,000
State Student Incentive Grants	59,181,000	63,531,000
Perkins Loans	156,829,000	156,144,000
Stafford Student Loans	3,813,832,000	5,381,422,000
Paul Douglas Teacher Scholarships	14,922,000	14,639,000
Graduate support	46,547,000	17,566,000
Institutional assistance		
Cooperative education	13,445,000	13,175 000
Developing institutions		
Aid for historically Black colleges	83,898,000	99,542,000
Institutional support	82,911,000	87,831,000
Endowment Challenge Grants	17,893,000	17,462,000
Facilities		
College-housing and academic-facilities loans and construction insurance	35,129,000	37,726,000
Interest-subsidy grants	22,449,000	20,396,000
International education	39,794,000	45,867,000
Law School Clinical Experience	4,935,000	5,855,000
Veterans' Education Outreach	2,801,000	2,733,000
Bilingual education	34,872,000	38,954,000
Library resources	10,325,000	10,735,000
Aid to disadvantaged		
College-aid migrant programs	1,720,000	1,952,000
Legal Training for the Disadvantaged	2,468,000	2,928,000
Minority Institutions Science Improvement	5,416,000	5,855,000
Programs for disadvantaged students	241,822,000	333,758,000
Education research and statistics	95,241,000	119,454,000
Education for the handicapped	182,763,000	192,577,000
Miscellaneous		
Adult education	195,268,000	238,828,000
Fund for the Improvement of Postsecondary Education	11,702,000	14,639,000
Office for Civil Rights	44,572,000	49,185,000
Teacher training	151,515,000	230,181,000
Vocational education grants	850,760,000	856,503,000
Women's educational equity	2,098,000	2,000,000
School, College, and University Partnerships	2,961,000	3,904,000

Review of the Year

Campus Trends: 1991 Highlights

The following overview is based on a 1991 sample of 444 institutions. The sample includes 156 two-year colleges, 85 baccalaureate institutions, 122 comprehensive institutions, and 81 doctoral institutions.

Financial Conditions

- One institution in three had 1990-91 operating budgets that either decreased or did not keep up with inflation.
- Among public four-year institutions, one-half had operating budgets that either decreased or did not keep up with inflation.
- Mid-year budget cuts were reported by 45 percent of institutions, including:
  —64 percent of public four-year institutions.
  —47 percent of public two-year institutions.
  —34 percent of independent institutions.
- Among the mid-year budget cuts carried out, 26 percent were uniform across-the-board cuts.
- Among public institutions with mid-year cuts, about half reported that mid-year cuts led to increased tuition and other student fees.
- Only one-third of administrators judged the financial condition of their institutions to be "excellent" or "very good." One year ago, 47 percent gave these ratings.

College Faculty

- About 7 in 10 two-year institutions increased the size of their full-time faculty during 1990-91. Only 44 percent of public four-year institutions did so.
- About 4 in 10 institutions reported a net gain in the number of their faculty from under-represented racial/ethnic groups. Only about 2 in 10 institutions made gains in moving minority faculty into tenured positions.

- About half of all colleges and universities (56 percent) increased the number of women among their faculty. Forty-seven percent also reported progress in moving women into tenured positions.
- Half of all colleges and universities expect an increased pace of faculty hiring for full-time positions during the next five years.
- However, 24 percent of all institutions expect to reduce the size of their faculty during the next five years. Thirty-eight percent of public four-year institutions report this expectation.
- Faculty shortages are reported in four disciplines:
  —Computer sciences (30 percent of institutions).
  —Business (39 percent of institutions),
  —Health professions (37 percent of institutions).
  —Mathematics (30 percent of institutions).

In each of these areas, the percentage of institutions unable to find qualified persons for vacant positions has increased since 1989.

- Thirty-eight percent of institutions report that, in some disciplines, it is taking longer to find qualified persons for a faculty position. Another 22 percent report this problem in general.
- Thirty-six percent of institutions report greater difficulty in some disciplines in getting top applicants to accept positions. Another 19 percent report this problem in general.
- Over the next five years at least one in four college administrators expect shortages in seven broad areas:
  —Mathematics (37 percent of institutions).
  —Computer sciences (36 percent of institutions).
  —Business (36 percent of institutions).
  —Physical sciences (32 percent of institutions).
  —Health professions (30 percent of institutions).
  —Biological sciences (25 percent of institutions).
  —Foreign languages (24 percent of institutions).

Assessment

- Eighty-one percent of colleges and universities have some form of assessment activity currently under way.
- Currently, most colleges and universities (69 percent) are developing their own instruments for student assessment, an increase from 45 percent in 1988.
- Portfolio assessment—a method of assessing several pieces of a student's work completed as part of regular courses—is currently in place at 45 percent of institutions.
- Two-thirds of institutions said that assessment is part of a

self-study for a regional accrediting agency.
- Just over half of the public institutions are working under a state mandate to develop a student assessment program. At least 8 in 10 of these institutions have already submitted required data.
- Four in 10 respondents agree that, so far, assessment has resulted mainly in new reporting requirements.

Enrollment

- In 1990-91, 60 percent of all colleges and universities increased their overall (headcount) enrollment.
- Enrollment growth at two-year institutions is especially strong; 78 percent of all two-year colleges increased their full-time-equivalent enrollment.
- Only about half of four-year institutions report an increase in full-time-equivalent enrollment.
- Only 42 percent of institutions increased their enrollment of first-time freshmen, down from 62 percent with an increase in 1988-89.
- Forty-nine percent of doctoral universities report a drop in the number of their first-time freshmen.
- One in four institutions increased the number of international students on their campuses in 1990-91.
- About one in four institutions reported an increase in enrollment of African American, Hispanic, and Asian American students.

Important Challenges Ahead

- Issues of adequate financial support outweigh all other problems, being cited by 84 percent of administrators as one of the three most serious challenges they face.
- Issues related to the quality of the academic program also rank high among administrator concerns. In 1991, 63 percent of administrators cited such issues among the three major challenges they are facing.
- Concern over faculty staffing was cited by 46 percent of administrators as one of the three major challenges they face.
- Enrollment issues have dropped since 1988 as an area of wide concern. However, differences between public and independent institutions have become sharper.
- Concerns about improving the cultural and ethnic diversity of American colleges and universities were cited by 17 percent of administrators as among their greatest challenges.

Intolerance and Diversity Issues

- Controversies over the political or cultural content of remarks made by invited speakers are reported by one in 10 institutions, and by 20 percent of the nation's doctoral universities.
- Controversies over course texts or information presented in the classroom have occurred at only a few institutions (3 and 4 percent, respectively).
- Thirty-six percent of institutions reported incidents of intolerance related to race, gender, or sexual preference in the last year. Some 74 percent of doctoral universities had such incidents.
- Only one in 10 institutions reported that intolerance incidents increased in the last year. Seventeen percent of doctoral universities reported that the number of incidents had increased.

SOURCE: Elaine El-Khawas, *Campus Trends 1991*, Division of Policy Analysis and Research, American Council on Education.

A Higher Education Chronology, '90-'91

1990

September: Two of the six regional accrediting agencies adopt guidelines that mandate the infusion of racial and ethnic diversity into nearly every aspect of academic life.... The United States Information Agency suspends Fulbright scholars' travel to eight countries in the Middle East because of turmoil in the region.... The United States Agriculture Department significantly loosens proposed regulations on the care of dogs, cats, and primates used in biomedical research—researchers are relieved, animal-welfare groups are sharply critical.... The United States Department of Energy and the Johnson and Johnson Company initiate a program to encourage American Indians and other historically disadvantaged students to pursue technology degrees within the nation's community college system.

October: With the reunification of East and West Germany comes big economic and curricular challenges to higher education.... Education Department plans to propose major changes in the Higher Education Act for 1991—including plans to link federal aid to student academic achievement and institutions' retention records.... The University of the District of Columbia shuts down all three of the institution's campuses after more than 100 angry students take over two buildings. Student protesters took action after trustees refused to meet with them.... The NEA-affiliated North Dakota Education Association proposes a coalition to study and discuss faculty concerns statewide.... Congress approves a five-year reauthorization of the federal Vocational Education Act. The bill—a major priority for NEA—substantially expands vocational education programs and increases the potential for their funding.... The Vatican releases a long-awaited document on higher education that

recognizes certain rights of Roman Catholic institutions to academic freedom and independence.... The U.S. t of Education accuses UCLA of excluding Asian-American students in its graduate program in mathematics.... Boston University and Chelsea schools begin the second year of a school-reform project that gives the university operational control of the school district.... Congressional negotiators approve bill requiring colleges to report graduation and crime rates an campus crime statistics.... Hopi tribe battles with non-Indian scholar over the publication of sacred information.... Nobel prizes go to six U.S. professors and a Canadian for advances in three fields of science.... Rutgers University study finds that many students cheat their way through college.

November: NEA members the nation over help stop tax limitation initiatives on the ballot in Massachusetts, Nebraska, Colorado, and Utah.... The College Board announces that upcoming revisions to the Scholastic Aptitude Test will make the entrance exam more useful.... The debate over "political correctness" gains momentum in media and on campus.... Myth and history clash as scholars question the traditional story of the American West.... The Coalition for Networked Information predict enormous changes in scholarly publishing as result of advances in information technology.... Students call for more involvement in combatting prejudice on campus.... Williams College study finds fewer students from middle-income families enrolling in college.... Approximately 1,550 people at the University of Michigan attend a teach-in on the Persian Gulf crisis.... Foreign student enrollment in U.S. colleges and universities reaches 386,000—up 5.6 percent over 1989.... The annual meeting of the American Studies Association sets off debate on "multicultural" humanities research.

December: Education Secretary Lauro F. Cavazos calls on college presidents to hold down tuition costs by making "tough choices" about what programs their institutions offer. Secretary Cavazos also asks the media to correct the idea that higher education is unaffordable.... Baptist colleges begin to loosen ties with church leaders.... Blacks and Afrikaners at South African colleges hold campus discussions on issues of education and race.... NEA member collects $50,000 in grievance settlement with Southern Illinois University.... Education Department calls scholarships for minorities illegal.... White House studies new Education Department policy barring aid based on race.... Lauro F. Cavazos resigns as the nation's fourth Education Secretary.... Presidents of Black colleges press

Congress for money to improve teaching, expand graduate programs.... First-ever national meeting of 165 female college presidents is held in Washington at the American Council on Education's Office of Women in Higher Education.... Supreme Court upholds professors' First Amendment protections by ruling not to hear an appeal of a California case that involved the right of administrators at public colleges to interfere with faculty curriculum decisions.... The Education Commission of the States task force on minority achievement in higher education urges state and federal government officials to offer colleges incentives to make changes that will help them attract and retain more minority students.

1991

January: First national meeting of American Indian faculty is held at Arizona State University.... An American Economic Association survey finds that ending the mandatory retirement will not significantly affect professors' decisions about when to stop working. Beginning January 1, 1994, the mandatory retirement age of 70 will no longer apply to faculty.... The past president of the University of Tennessee, Lamar Alexander, is nominated for the position of U.S. Education Secretary.... Bush Administration considers changing the way federal agencies support historically Black colleges. Many Black college presidents bitterly oppose the idea.... Illinois NEA state affiliate wins human rights case.... Association of American Colleges releases a comprehensive report critical of crowded classes and student advising systems at large universities.... The National Collegiate Athletic Association accuses sports programs at four universities of major rules violations.... The Council of Graduate Schools report that the dissertation is still a valuable requirement, but graduate students say they need better faculty advising.... The American Council on Education's Annual Status Report on Minorities finds that Hispanics remain "grossly underrepresented" on campuses.... The College and University Personnel Association finds salaries of administrators up by 5.4 percent from 1989-90....

February: The NEA affiliated TSTA/Texas Faculty Association represents a professor who is reinstated by the University of Houston Board of Regents.... Federal judge tells Education Department to relax requirement that all prospective college and trade-school students who do not hold a high school diploma must pass an examination approved by the department.... The Organization of American Historians issues a statement affirming the importance of

studying race, class, sex, and ethnicity in history curricula.... Secretary of Education nominee Alexander pledges to revoke policies barring minority scholarships.... The Defense Department announces plans to cut the number of ROTC scholarships by 20 percent over the next five years.... The American Astronomical Society finds many female astronomers say they face sexual harassment and discrimination by male colleagues.... California court orders University of California at Berkeley to turn over tenure files to the professor suing for sex discrimination.... Colleges debate the pending Civil Rights legislation and its impact on hiring and promotion practices.

March: The annual NEA Higher Education Conference, "The Restructuring of American Education: The Role of Colleges and Universities," is held March 1-3, 1991 in Boston.... Stanford University announces hopes to revamp its evaluation process and offer financial incentives to top faculty to elevate the status of teaching.... Federal judge rules that 1974 Privacy-Protection law does not bar colleges from releasing information about crimes committed by students.... National Research Council report indicates time required to earn Ph.D.s in Humanities is not increasing at the rate earlier research reported. Calls earlier data "exaggerated."... Knight Commission calls on university presidents to reform the "fundamental premises" of college sports....

April: NEA-affiliated North Dakota Education Association faculty member wins $15,000 settlement.... Equal Employment Opportunity Commission rescinds letter that declares career fairs for minority students illegal.... United States District judge rules the Kinko's Graphics Corporation has been infringing on publishers' copyrights by reproducing excerpts from books and selling them in anthologies for college students. Faculty members warn that the ruling may increase costs and delay the production of anthologies of readings for students.... NEA Oregon affiliate develops evaluation guidelines for instructors.... The American Association of University Professors annual salary survey finds, for the first time in a decade, average faculty salary increases fail to keep pace with inflation.... NCAA panel recommends raising academic rules for freshmen and requiring athletes to earn a minimum grade point average to remain eligible.... Education Secretary Lamar Alexander delays the renewal of accrediting association, the Middle States Association of Colleges and Schools, over campus diversity policy. Such recognition is important because students seeking federal aid must attend colleges

that are accredited by recognized associations.... U.S. Appeals panel decision may limit academic freedom of faculty members by defining the obligations of public universities to protect students from unconstitutional religious influences. University of Alabama professor ordered to stop injecting religious beliefs into classes.... Education Department and White House Office of Management and Budget call for a management overhaul of federal student aid programs.... University of Arkansas president softens penalty for four athletes involved in sexual incident. The president's announcement came after a campus judicial board's decision to suspend from competition four basketball players involved in a sexual assault.

May: The NEA Standing Committee on Civil Rights hosts a special joint session with NEA's Standing Committee on Higher Education and Advisory Committee of Student Members to discuss how racial and religious intolerance on campus affect NEA members.... Push for diversity in traditional departments raises questions about the future of ethnic studies. Incorporating Black studies into traditionally European courses may serve as a veil to dissolve Black studies departments, some say.... The Pell Grant program is the focus of lawmakers and college officials eager to restructure federal student aid programs.... NEA higher education member is elected the president of NEA's Alabama state affiliate for 1992-93.... The U.S. effort to prevent colleges from releasing student crime records suffers legal defeats in Missouri and Arkansas.... American Indian College Fund launches campaign for $10 million in scholarships for American Indian students and tribal higher education institutions.... UCLA's Higher Education Research Institute says faculty feel a conflict between their teaching and research roles, think their campuses place a high priority on institutional prestige, and believe their students are badly prepared academically.... Education Department's Office for Civil Rights announces a plan to develop new policies to prevent both the sexual harassment of college students and age discrimination in admitting people to graduate and professional schools.... Established with private funds and drawing on technical advice from the University of Maine, the first American university in Eastern Europe is scheduled to begin offering classes in Bulgaria in the fall.... Federal appeals court says a handicapped discrimination suit cannot be dismissed just because a college says a practice is academically appropriate.... California's $13 billion deficit threatens its commitment to provide all with equal access to college education....College and University Personnel Association survey shows, for the eighth consecutive year, engineering profes-

sors earn more than their colleagues in other fields.... Education Department rethinks its position that a 1974 privacy-protection law bars colleges from releasing to the public the names of students who are arrested by campus security officers.... The second woman ever to run a big-time athletics program is appointed by the University of Washington as athletics director.

June: In an historic effort, the NEA joins with AAUP and the AFT to issue statement denouncing further erosion of higher education funding.... Nearly 550 NEA Washington State Community College faculty strike over falling faculty salaries in higher education.... An Educational Testing Service study finds that only half of top high school seniors get college degrees within seven years of graduation.... NEA urges Congress to address issues of lead exposure and indoor air in schools and colleges.... Major Jewish organizations urge Congress to reinstate a law that requires colleges to disclose gifts from foreign sources. The legislation would discourage colleges from accepting money on the condition that people of certain ethnic groups or political view be excluded from endowed chairs or academic programs created with the gifts.... NEA President Geiger calls on Congress to enhance education research through adequate funding and depoliticized research that is readily available to both practitioners and policymakers.... Democratic leaders in the House of Representatives announce a plan to make all students eligible for Stafford loans.... The Supreme Court agrees to hear a case on the constitutionality of a St. Paul, Minnesota law that bars "hate speech,".... The NEA affiliated TSTA/Texas Faculty Association initiates resolution that establishes an advisory council on women faculty and administrators.... Alternative teacher-education project, Teach for America, receives mixed reviews in first year of placing recent college graduates in schools. Some participants want out.

July: Over 8,500 delegates meet at the 1991 NEA Representative Assembly in Miami, Florida.... The American Association of State Colleges and Universities reports that finds 30 states have cut higher education budgets by an average of 3.9 percent during Fiscal 1990-91.... NEA President Geiger indicts the federal government for reducing federal support for higher education and testifies for substantial increases in Pell Grants.... William H. Gray, III, the House's third-ranking Democrat, is chosen President of The United Negro College Fund.... For the first time in 24 years, the American Association of University Professors adds no colleges to its censure of academic freedom violators.... Psychologists fear academe's depend-

ence on students as research subjects has resulted in a faulty picture of human nature.... Yugoslavia's academics are struggling to make their universities more autonomous as the country is threatened with rising ethnic tensions.... The NEA-affiliated California Faculty Association gets Stanislaus professor reinstated.... The U.S. Department of Health and Human Services bars grants to six scientists over the past two years for allegations of plagiarism to fabricated data.... Education Secretary Lamar Alexander tells a House panel that accrediting agencies should stay out of the debate over diversity.... The House approves an education budget for fiscal 1992 that would cause spending on student aid to lag behind inflation.... The Supreme Court upholds public employee unions' right to agency fee.... The presidents' commission of the National Collegiate Athletics Association recommends that academic standards for athletes be toughened significantly.... The Berlin parliament votes to dismiss—and selectively hire—hundreds of faculty members at seven colleges and universities in the eastern part of the city. The officials have been attempting to remove about 200 faculty whom they consider too closely linked with eastern Germany's communist past.... The U.S. Justice Department files a brief with the Supreme Court challenging the practice of desegregating higher education by providing more money to historically Black colleges.... The annual meeting of the Association of American University Presses ponders the university press role in a future clouded by financial and cultural upheaval.... The Education Department proposes that a federal privacy-protection law be amended to state that colleges are allowed to release reports of campus crime to the public.... Many Soviet institutions of higher education decide to charge tuition for the first time.... The Education Commission of the States begins project to help colleges and universities become more attentive to the needs of undergraduates and more focused on teaching and learning.... College administrators call on Congress to extend support for international education—beyond programs that serve graduate students and scholars.

August: The NEA state affiliate, the Illinois Education Association, provides support for the professional staff employees at the Southern Illinois University at Edwardsville in the ratification of their first comprehensive contract.... The Administration asks Congress to expand Income-Contingent loans, a student-loan program that many college officials say should be killed.... The tight economy and uncertainty about enrollment levels lead many colleges to fill vacancies with part-time faculty.... An American Council on Education survey finds that few colleges had "political correctness"

controversies. Media reports appear to be overblown.... The practice of seeking competitive applications for government research grants has come to the universities of Eastern Europe.... NEA/NSEA is selected as the official bargaining unit for the professional non-teaching faculty of Southeast Community College in Nebraska.... An administrative law judge dismisses the Federal Trade Commission's antitrust complaint against the College Football Association, saying the FTC has no jurisdiction over the non-profit entity.... Medical professionals debate the ethics of offering "finders' fees" to physicians who refer patients to researchers.... NEA testifies for major improvements in teacher education programs....

Higher Education Legislation, '90-'91

NEA lobbying efforts continue to make a difference on Capitol Hill. Four NEA-supported bills—the Student Right-to-Know, Community Service, Americans with Disabilities, and Mandatory Medicare Coverage—became law last year.

The reauthorization of the Higher Education Act has been the major focus of NEA postsecondary-related lobbying activities this year. Over the past year, NEA has testified in support of teacher training, increases in Pell Grants, and on the importance of student financial aid programs.

Briefly highlighted below are specific congressional actions of interest to NEA members in higher education.

Civil Rights: President Bush has signed the Civil Rights Act of 1991 (Public Law 102-166), which overturns eight U.S. Supreme Court decisions that limited and weakened the scope of the country's civil rights laws.

NEA played a leadership role in gaining support for the bill. The new law prohibits discrimination and harassment on the job and prohibits hiring practices that will result in discrimination.

The Civil Rights Act of 1991 basically outlaws discrimination in the workplace and makes it easier for employees to prove such discrimination. The law create new remedies and enforcement mechanisms for victims of discrimination. For the first time, women, the disabled, and religious minorities have the right to sue an employer for damages if they can prove they were the victim of intentional discrimination.

The version of the bill enacted this year differs only marginally from an earlier version that President Bush threatened to veto.

Computer Network: Both houses have passed legislation to create a national computer network linking universities, laborato-

ries, and libraries. The Senate passed the legislation in September and the House passed the legislation in July.

H.R. 656 would provide $1 billion over five years to support the development of high-speed supercomputers and establish the National Research and Education Network providing rapid transmittal of research information.

Education Funding: Congress passed and sent to the President on November 22 the education funding bill for Fiscal Year 1992 (H.R. 3839).

H.R. 3839 includes $32 billion for programs administered by the U.S. Department of Education and will boost discretionary education programs by some $1.75 billion over FY91 levels, with some $171 million in increased funds for student aid programs.

President Bush vetoed an earlier version of the bill because of its provisions, supported by NEA, that would overturn limits in the free speech rights of health care professionals in family planning facilities that receive any federal support.

NEA has been working to repeal the "gag rule" that prevents health professionals from discussing with patients their abortion rights. The House failed to override the President's veto by a 256-156 margin, 12 votes short of the needed two-thirds majority.

Family and Medical Leave: This NEA-backed measure would provide unpaid leave for the birth, adoption, or serious illness of a child, the serious illness of an employee, or for the medical care of an immediate family member.

The legislation (S. 5) has been passed in the Senate by more than two-thirds. The House has also passed a version of the bill (H.R. 2) that would grant up to 12 weeks of unpaid leave. Unfortunately, the 253-177 House vote fell well short of the two-thirds majority that would be needed to override the President's expected veto.

The fate of the measure, which is similar to legislation vetoed by President Bush last year, remains uncertain. Enactment of the Family and Medical Leave Act has been an NEA legislative priority for the past seven years.

Higher Education Act: The reauthorization of the Higher Education Act, as NEA would like to see it, would significantly expand access to postsecondary education; enhance the recruitment, training, and professional development of educators; and improve the institutional vitality of America's colleges and universities.

NEA supports changing the Pell Grant discretionary program to

an entitlement program, the enactment of increased financial assistance for middle-income, part-time, and adult students, and the expansion of teacher education.

Secretary of Education Lamar Alexander has made it clear that the Administration will not support the reauthorization of the Higher Education Act if Pell Grants are made an entitlement program.

The House reauthorization bill (H.R. 3553) includes provisions for changing the Pell Grant program to an entitlement program immediately. The Senate bill (S. 1150) also includes the Pell Grant entitlement change, but delays it until 1997. The bill is expected to come up on the House floors next year.

School Employees Unemployment Provision: In a major victory for America's educational support personnel, President Bush signed H.R. 3575 in November.

The NEA-supported legislation allows states to pay unemployment to noncertified education employees between school terms or academic years. The victory comes after a long and arduous battle dating back to 1983.

One drawback—to help pay for the new unemployment law, access to student loans for adult students with poor credit histories may be limited.

Supreme Court Decisions: '90-'91 Term

Below is a list of 1990-1991 term United States Supreme Court decisions relevant to higher education.

Case	Vote	Ruling
FMC Corp. *v.* Holliday (59 USLW 4009)	7–1	Self-funded employee health plans may sue to recover some expenses from employees who have successfully collected damages in a civil lawsuit (ED, Nov. 29, 1990).
Ingersoll-Rand *v.* McClendon (59 USLW 4033)	9–0	Former employees may not sue under state law when claiming an employer fired them to avoid paying pension benefits (ED, Dec. 7, 1990).
Oklahoma City Public Schools *v.* Dowell (59 USLW 4061)	5–3	Court oversight of school desegregation efforts should end when schools have complied with court-ordered integration and have eliminated the vestiges of prior discrimination to the extent practical (ED, Jan. 16).
Pacific Mutual Life Insurance Co. *v.* Haslip (59 USLW 4157)	7–1	The Court refused to place a cap on punitive damage awards in civil lawsuits, although excessive awards may be unlawful under the 14th Amendment's due process clause (ED, March 5).
West Virginia University Hospital *v.* Casey (59 USLW 4180)	7–1	Losing defendants do not have to pay for expert witnesses plaintiffs call in civil rights cases (ED, March 25).
Salve Regina College *v.* Russell (59 USLW 4219)	6–3	The Court overturned a $44,000 jury award to a former nursing student who sued Salve Regina for breach of contract after it refused to let her continue studies because she was overweight (ED, March 25).
Gilmer *v.* Interstate/ Johnson Lane Corp. (59 USLW 4407)	7–2	Workers alleging age bias under the 1967 Age Discrimination in Employment Act may not sue their employers if they signed a statement agreeing to arbitrate such claims out of court (ED, May 15).
Rust *v.* Sullivan (59 USLW 4451)	5–4	Federal regulations prohibiting federally funded family planning clinics from discussing or counseling abortion do not violate the Constitution's guarantees of free speech and association (ED, May 30).
Lehnert *v.* Ferris Faculty Association (59 USLW 4544)	5–4	Unions may collect "shop fees" from nonmembers for functions that do not have a direct impact on a local union, but may not charge dissenters for lobbying and other political activities (ED, May 31).
Renne *v.* Geary (59 USLW 4675)	6–3	A challenge to California's ban on political party endorsements in nonpartisan elections is not ready for review until public officials prevent such endorsements from being included in a voter pamphlet (ED, June 18).

Cases the Court Will Decide Next Term

Case	Issue
Freeman *v.* Pitts (59 USLW 3045)	Whether a school district may desegregate incrementally in the areas of student assignments, faculty, staff, transportation, and extracurricular facilities. In addition, the Court is expected to rule on whether districts must remedy the segregative effects of demographic changes they cannot control (ED, Feb. 20).
Lee *v.* Weisman (59 USLW 3531)	Whether invocations or benedictions at public school graduation ceremonies violate the Constitution's ban on government establishment of religion (ED, May 22).
U.S. *v.* Mabus (59 USLW 3622)	When a state higher education system may be considered desegregated (ED, April 16).
Ayers *v.* Mabus (59 USLW 3731)	
National Labor Relations Board *v.* Nabors Trailers (59 USLW 3604)	Whether employers may cut wages or alter working conditions while embroiled in collective bargaining (ED, April 30).
Franklin *v.* Gwinnett County Public Schools (59 USLW 3509)	Whether victims of intentional gender-based discrimination may collect punitive damages under Title IX of the 1972 Education Amendments (ED, June 11).

NAIA and NCAA Team Competition Winners

Below are the results of all NAIA and NCAA team competitions during the 1990-91 seasons. Note that several NCAA divisions do not have championship competitions.

National Association of Intercollegiate Athletics

1990-91 Team Champions

	Men	Women
Baseball	Lewis-Clark State, ID	
Basketball	Oklahoma City	Fort Hays State, KS
Cross Country	Lubbock Christian, TX	Western State, CO
Football		
Division I	Central State, OH	
Division II	Peru State, NE	
Golf	North Florida	
Soccer	West Virginia Wesleyan	Berry, GA
Softball		Hawaii Loa
Swim. and Diving	Drury, MO	Simon Fraser, BC
Tennis	Lander, SC	Flagler, FL
Track and Field		
Indoor	Lubbock Christian, TX	Prairie View A&M, TX
Outdoor	Azusa Pacific, CA	Central State, OH
Volleyball		Hawaii Pacific
Wrestling	Northern Montana	

SOURCE: *1990-91 NAIA Championships Summary*, Department of Sports Information, National Association of Intercollegiate Athletics.

National Collegiate Athletic Association

Team Competitions

	Men	Women
Baseball		
Division I	Louisana State	
Division II	Jacksonville State, FL	
Division III	Southern Maine	
Basketball		
Division I	Duke	Tennessee
Division II	North Alabama	North Dakota State
Division III	Wisconsin-Platteville	St. Thomas, MN
Cross Country		
Division I	Arkansas	Villanova
Division II	Edinboro	California Poly State
Division III	Univ. of Wisconsin, Oshkosh	Cortland State
Fencing	Pennsylvania State	Pennsylvania State
Field Hockey		
Division I	Old Dominion	
Division III	Trenton State	
Football		
Division I-AA	Georgia Southern	
Division II	North Dakota State	
Division III	Allegheny	
Golf		UCLA
Division I	Nevada-Las Vegas	
Division II	Florida Southern	
Division III	Methodist College, NC	
Gymnastics	Oklahoma	Alabama
Ice Hockey		
Division I	Northern Michigan	
Division III	Wisconsin-Stevens Point	
Lacrosse		Virginia
Division I	North Carolina	
Division III	Hobart, NY	Trenton State
Rifle	UTEP	West Virginia
Skiing	Colorado	University of Vermont
Soccer		
Division I	UCLA	University of North Carolina
Division II	Southern Connecticut State	Sonoma State
Division III	Glassboro State	Ithaca

	Men	Women
Softball		
Division I		Arizona
Division II		Augustana, SD
Division III		Central, IA
Swim. and Diving		
Division I	University of Texas	University of Texas
Division II	California State, Bakersfield	Oakland, MI
Division III	Kenyon, OH	Kenyon, OH
Tennis		
Division I	USC	Stanford
Division II	Rollins	Cal Poly, Pomona
Division III	Kalamazoo, MI	Mary Washington
Track and Field		
Indoor		
Division I	University of Arkansas	Louisiana State
Division II	St. Augustine's, NC	Abilene Christian, TX
Division III	Wisconsin-La Crosse	Cortland State
Outdoor		
Division I	Tennessee	Louisiana State
Division II	St. Augustine's, NC	Cal Poly State
Division III	Wisconsin-La Crosse	Wisconsin-Oshkosh
Volleyball	Long Beach State	
Division I		UCLA
Division II		West Texas State
Division III		UC, San Diego
Water Polo	UC, Irvine	
Wrestling		
Division I	Iowa	
Division II	Nebraska-Omaha	
Division III	Augsburg	

SOURCE: *NCAA News*, "NCAA Championships, 1990-91 Dates and Sites," National Collegiate Athletic Association.

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ERIC-ASHE Research Reports: 1989-91

1989-1. Bensimon, E.M., Neumann, A., and Birnbaum, R. *Making sense of administrative leadership: The 'L' word in higher education.*

1989-2. Washington, V. and Harvey, W. *Affirmative rhetoric, negative action: African-American and Hispanic faculty at predominantly white universities.*

1989-3. Tomlinson, L.M. *Postsecondary developmental programs: A traditional agenda with new imperatives*

1989-4. Thelin, J.R. and Wiseman, L.L. *The old college try: Balancing athletics and academics in higher education.*

1989-5. Smith, D.G. *The challenge of diversity: Involvement or alienation in the academy?.*

1989-6. Stark, J.S., Shaw, K.M., and Lowther, M.A. *Student goals for college and courses: A missing link in assessing and improving academic achievement.*

1989-7. Jacoby, B. *The student as commuter; Developing a comprehensive institutional response.*

1989-8. Morse, S.W. *Renewing civic capacity: Preparing college students for service and citizenship.*

1990-1. Brittingham, B.E. and Pezzullo, T.R. *The campus green: Fund raising in higher education.*

1990-2. Mauch, J.E., Birch, J.W., and Matthews, J. *The emeritus professor: Old rank—new meaning.*

1990-3. Jones, D.J. and Watson, B.C. *"High risk" students in higher education: Future trends.*

1990-4. Layzell, D.T. and Lyddon, J.W. *Budgeting for higher education: Enigma, paradox, and ritual.*

1990-5. Lee, J.B. and Merisotis, J.P. *Proprietary schools: Programs, policies, and prospects.*

1990-6. Paulsen, M.B. *College choice: Understanding student enrollment behavior.*

1990-7. Astone, B. and Nunez-Wormack, E. *Pursuing diversity: Recruiting college minority students.*

1990-8. Swift, J.S., Jr. *Social consciousness and career awareness: Emerging link in higher education.*

1991-1. Bonwell, C.C. and Eison, J.A. *Active learning: Creating excitement in the classroom.*

1991-2. Hensel, N. *Realizing gender equality in higher education: The need to integrate work/family issues.*

1991-3. Frost, S.H. *Academic advising for student success: A system of shared responsibility.*

1991 4-8 (forthcoming).

Resources and References

Forthcoming Academic Meetings, 1992

The following list contains the dates, sites, and contact telephone numbers for many of the larger academic meetings scheduled to be held in 1992.

American Anthropological Association, 1703 New Hampshire Avenue, Washington, DC 20009 (202-232-8800): San Francisco, CA, December 2-6, 1992.

American Association for Higher Education, One Dupont Circle, N.W., Suite 600, Washington, DC 20036 (202-293-6440): Chicago, IL, April 5-8, 1992.

American Association for the Advancement of Science, 1333 H Street, N.W., Washington, DC 20036 (202-326-6450): Chicago, IL, February 6-11, 1992.

American Association of State Colleges and Universities, One Dupont Circle, N.W., Washington, DC 20036 (202-293-7070): San Antonio, TX, November 24-26, 1992.

American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington, DC 20005 (202-737-5900): Washington, DC, June 13-14, 1991.

American Association of University Students, 3831 Walnut Street, Philadelphia, PA 19104 (215-387-3100): University of Hawaii at Manoa, April 8-13, 1992.

American Astronomical Society, 2000 Florida Avenue, N.W., Washington, DC 20009 (202-328-2010): Atlanta, GA, January 12-16, 1992.

American Chemical Society, 1155 16th Street, N.W., Washington, DC 20036 (202-872-4401): San Francisco, CA, April 5-10, 1992, and Washington, DC, August 23-28.

American Council of Learned Societies, 228 E. 45th Street,

New York, NY 10017 (212-697-1505): Chicago, IL, April 30-May 1, 1992.

American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (202-939-9410): Washington, DC, January 22-25, 1992. Contact: Pam Woods

American Dietetic Association, 216 W. Jackson, Chicago, IL 60606 (312-899-0040): Dallas, TX, Washington, DC, October 19-23, 1992. Contact: Meetings Department

American Economic Association, Suite 809, Oxford House, 1313 21st Avenue, South, Nashville, TN 37212 (615-322-2595): New Orleans, January 3-5, 1992. Contact: Marlene Hall

American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036 (202-223-9485): San Francisco, April 20-24, 1992. Contact: William Russell

American Historical Association, 400 A Street, S.E., WaShington, DC 20003 (202-544-2422): Washington, DC, December 27-30, 1992. Contact: Sharon Tune

American Institute of Aeronautics and Astronautics, 370 L'Enfant Promenade, S.W., Washington, DC 20024 (202-646-7400): Washington, DC, April 28-30, 1992. Contact: Marcella Washington

American Institute of Chemical Engineers, 345 E. 47th Street, New York, NY 10017 (212-705-7660): Miami Beach, November 1-6, 1992. Contact: Denise Deluca

American Library Association, 50 E. Huron Street, Chicago, IL 60611 (312-944-6780): San Francisco, June 25-July 2. Contact: Amy Jones

American Mathematical Association of Two-Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 94501 (217-351-2440): Indianapolis, IN, November 5-8, 1992.

American Mathematical Society, 201 Charles Street, Providence, R.I. 02904 (401-272-9500): Baltimore, MD, January 8-11, 1992. Contact: Janet Balletto

American Nurses Association,2420 Pershing Road, Kansas City, MO 64108 (800-821-5834 or 816-474-5720): Las Vegas, NV, June 22-27, 1992.

American Philological Association, See listing for Archaeological Institute of America.

American Physical Therapy Association, 1111 North Fairfax, Alexandria, VA 22314 (703-684-2782): Denver, CO, June 14-18, 1992.

American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (202-483-2512) Chicago, IL, September 3-6, 1992. Contact: Jennifer Hacha

American Psychiatric Association, 1400 K Street, N.W., Washington, DC 20005 (202-682-6220): Washington, DC, May 2-5, 1992

American Psychoanalytic Association, 309 E. 49th Street, New York, NY 10017 (212-752-0450): Washington, DC, April 29-May 3. Contact: Debra Ever

American Psychological Association, 1200 17th Street, N.W., Washington, DC, (202-955-7710): Washington, DC, Date to be Set. Contact: Carol Murray-Wall

American Public Health Association, 1015 15th Street, N.W., Washington, DC, 20036 (202-789-5600): Washington, DC, November 8-12, 1992. Contact: Michele Horton

American Society for Engineering Education, 11 Dupont Circle, N.W., Suite 200, Washington, DC 20036 (202-293-7080): Toledo, OH, June 21-25, 1992. Contact: John Lechner

American Society for Information Science, 8720 Georgia Avenue, Suite 501, Silver Spring, MD 20910 (301-495-0900): Pittsburgh, PA, October 26-29, 1992. Contact: Peter Solomon

American Society of Agronomy, 677 S. Segoe Road, Madison, WI 53711 (608-237-8080): Minneapolis, MN, November 1-6, 1992. Contact: David Kral

American Society of Animal Science, 309 W. Clark, Champaign, IL 61820 (217-356-3182): University of Wyoming at Laramie, Pittsburgh, PA, August 8-11, 1992.

American Society of Mechanical Engineers, 345 E. 47th Street, New York, NY 10017 (212-705-7740): Anaheim, CA, November 8-13, 1991. Contact: June Leach

American Society of Zoologists, 104 Sirius Circle, Thousand Oaks, CA (805-492-3585): Vancouver, December 27-30, 1992. Contact: Mary Adams-Wiley

American Society on Aging, 833 Market Street, Suite 516, San Francisco, CA 94103 (415-543-2617): Contact: Barbara Hodkinson

American Sociological Association, 1722 N Street, N.W., Washington, DC 20036 (202-833-3410): Pittsburgh, PA, August 20-24, 1992. Contact: Judy Clark

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 (301)-897-5700): San Antonio, TX, November 20-23, 1992.

American Statistical Association, 1429 Duke Street, Alexandria VA 22314 (703-684-1221): Boston, MA, August 9-13, 1992. Contact: Lee Decker

Archaeological Institute of America, 675 Commonwealth Avenue, Boston, MA 02215 (617-353-9361): New Orleans, LA, December 27-30, 1992. Contact: Shelley Griffin

Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306 (904-644-4470): Atlanta, GA, May 10-13, 1992.

Association for the Study of Higher Education, Department of Educational Administration, Texas A&M University College Station, TX 77843 (409-845-0393): Boston, MA, October 30-November 3, 1992.

Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 (202-387-3760): Washington, DC, January 8-11, 1992. Contact: Suzanne Lightman

Association of Catholic Colleges and Universities, Once Dupont Circle, N.W., Washington, DC 20036 (202-457-0650): Washington, DC, February 4-5, 1992.

Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 (703-620-3110): Orlando, FL February 15-19, 1992.

College and University Personnel Association, 11 Dupont Circle, N.W., Washington, DC 20036 (202-429-0311): Philadelphia, PA, November 8-11, 1992. Contact: Professional Development

Council on International Educational Exchange, 205 E. 42nd Street, New York, NY 10017 (212-661-1414): Berlin, Germany, November. Contact: Joseph Hickey

Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, DC 20036 (202-452-1433): Spring-Chicago, IL, April 6-8, 1992 and Fall-Philadelphia, PA, October 19-21, 1992

Mathematical Association of America, 1529 18th Street, N.W., Washington, DC 20036 (202-387-5200): Baltimore, MD, January 8-11, 1991.

Modern Language Association, 10 Astor Place, New York, NY 10003 (212-475-9500): New York City, NY, December 27-30, 1992. Contact: Stacy Courtney

National Academy of Sciences2101 Constitution Avenue, N.W., Washington, DC 20418 (202-334-2138): Washington, DC, April 26-29, 1992. Contact: Office of the Home Secretary

National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (202-462-4811): Chicago, IL, May 24-27, 1992. Contact: Conference Staff

National Association for Women Deans, Administrators and Counselors, 1325 18th Street, N.W., Suite 210, Washington, DC 20009 (202-659-9330): San Antonio, TX, March 4-7, 1992. Contact: Carole Walega

National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, DC 20036 (202-861-2500): Toronto, Canada, July 19-21, 1992. Contact: Sandra Burt

National Association of Geology Teachers, P. O. Box 5443, Bellingham, WA 98227-5443 ((206)676-3587: Cincinnati, OH, October 26-29, 1992. Contact: Robert A. Christman

National Association of State Universities and Land-Grant Colleges, One Dupont Circle, N.W., Washington, DC 20036 (202-778-0818): New Orleans, LA, November 8-10, 1992.

National Association of Student Personnel Administrators, 1700 18th Street, N.W., Washington, DC 20009 (202-265-7500): Ohio, March 30-April 1, 1992.

National Catholic Educational Association, 1077 30th Street, N.W., Washington, DC 20007 (202-337-6232): St. Louis, Mo, April 20-23, 1992.

National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, NY 10010 (212-387-1510): New York City.*Date to be set.*

National Council of Teachers of English, 111 Kenyon Road, Urbana, IL 61801 (217-328-3870): Nashville, TN, April 1-4, 1992.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036 (202-833-4000): Higher Education Conference: San Diego, CA, February 28-March 3, 1992. Representative Assembly: Washington, DC, July 3-8, 1991.

National University Continuing Education Association, One Dupont Circle, N.W.., Washington, DC 20036 (202-650-3130): San Diego, CA, April 10-14, 1991.

National Women's Studies Association, Univeristy of Maryland, College Park, MD 20742 (301-405--5573): National Conference: 1993.

Organization of American Archivists, 112 N. Bryan Street, Bloomington, IN 47401 (812-855-7311): Chicago, IL, April 2-5, 1992.

Society of American Archivists, 600 South Federal, Suite 504, Chicago, IL 60605 (312-922-0140): Montreal, Canada, September 14-18, 1992.

Society of Biblical Literature, 819 Houston Mill Road, Atlanta, GA, 30329 (404-636-4744): San Francisco, CA, November 21-24, 1992.

Higher Education Journals, Reference Aids

The following publications devote full or considerable attention to higher education.

1. Journals and Periodicals

(Address and subscription prices are as of October 1991). Prices are for nonmembers of sponsoring organizations and apply only to U.S. subscribers.)

AAHE Bulletin, $27/year, (American Association for Higher Education, One Dupont Circle, N.W., Washington, DC 20036).

Academe, $42/year, (American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington, DC 20005).

Academic Medicine, $30/year, (Association of American Medical Colleges, One Dupont Circle, N.W., #200, Washington, DC 20036) Formerly *Journal of Medical Education*.

Action in Teacher Education, $50/year, (Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091).

Adolescence, $43/year, (Libra Publishers, 3089C Clairemont Drive, San Diego, CA 92117).

American Educational Research Journal, $23/year, (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

American Indian Culture and Research Journal, $30/year, (American Indian Studies Center, UCLA 3220 Campbell Hall, 405 Hilgard Ave., Los Angeles, CA 90024).

American Indian Quarterly, $40/year, (Native American Studies Program, University of California, 3415 Dwinelle Hall, Berkeley, CA).

AMATYC Review, $25/year, (American Mathematical Association of Two- Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 95401).

American Journal of Dental Education, $25/year, (American

Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, DC 20036).

American Journal of Distance Education, $25/year, (College of Education, Pennsylvania State University, Rackley Building, University Park, PA 16802).

American Journal of Education, $25/year, (University of Chicago Press, Journals Division, Box 37005, Chicago, IL 60637).

American Journal of Pharmaceutical Education, $35/year, (1426 Prince Street, Alexandria, VA 22314).

American Journal of Sociology, $34/year, (University of Chicago Press, Journals Division, Box 37005, Chicago, IL 60637).

American Scholar, $21/Year, (Phi Beta Kappa, 1811 Q Street, N.W., Washington, DC 20009).

American School and University, $49/year, (401 N. Broad Street, Philadelphia, PA 19108).

American Sociological Review, $40/year, (American Sociological Association, 1722 N Street, N.W., Washington, DC 20036).

Assessment and Evaluation in Higher Education, £18/year, (School of Education, University of Bath, Claverton Down, BA2 7AY, England) Formerly *Assessment in Higher Education*.

AJCU Higher Education Report, $15/year, (Association of Jesuit Colleges and Universities, One Dupont Circle, N.W., Washington, DC 20036).

Aztlan: A Journal of Chicano Studies, $15/year, (Chicano Studies Research Center, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024).

Black Issues in Higher Education, $40/year, (Cox, Matthews & Asso., Inc., 10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030).

Black Scholar, $30/year, (The Black Scholar Press, PO Box 2869, Oakland, CA 94609).

Business Education Forum, $9/year—available only to members, (1914 Association Drive, Reston, VA 22091).

Canadian Journal of Higher Education, $60/year, (Canadian Society for the Study of Higher Education, 151 Slater, Ottawa, Ontario, K1P 5N1 Canada).

CAUSE/EFFECT, $44/year, (CAUSE, 4840 Pearl East Circle, #302E, Boulder, CO 80301).

Change, $23/year, (Educational Foundation, 4000 Albemarle Street, Washington, DC 20016).

Chronicle of Higher Education, $62.50/year, (1255 23rd Street,

N.W., Washington, DC 20037).

College and Research Libraries, $35/year, (Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, IL 60611).

College and University, $25/year, (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, DC 20036).

College Board Review, $20/year, (College Board Review, Box 080419, Great Kills Station, Staten Island, NY 10308).

College Composition and Communication, $12/year, (National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801).

College English, $35/year, (National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801).

College Mathematics Journal, $24/year, (Mathematical Association of America, 1529 18th Street, N.W., Washington, DC 20036).

College Teaching, $42/year, (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016) Formerly *Improving College and University Teaching*.

Collegiate Microcomputer, $34/year, (Rose-Hulman Institute of Technology, Terre Haute, IN 47803).

Community and Junior College Libraries, $30/year, (The Haworth Press, Inc., 10 Alice Street, Binghampton, NY 13904).

Community College Review, $35/year, (Department of Adult and Community College Education, School of Education, Box 7801, North Carolina State University, Raleigh, NC 27695-7801).

Community College Social Science Journal, $25/year, (Grossmont College, El Cajon, CA 92020).

Community/Junior College Quarterly of Research and Practice, $41/year, (Hemisphere Publishing Corp., Community/Junior College Quarterly of Research and Practice, 79 Madison Avenue, Suite 1110, New York, NY 10016). Formerly *Community/Junior College Research Quarterly*.

Community College Times, $46/year, (AACJC Publications, One South Early Street, Alexandria, VA 22304).

Community College Week, $24/year, (10520 Warwick Ave., Fairfax, VA).

Community, Technical and Junior College Journal, $18/year, (American Association of Community and Junior Colleges, 80 S. Early Street, Alexandria, VA 22304). Formerly *Community and*

Junior College Journal.

Comparative Education Review, $28/year, (University of Chicago Press, Journals Division, PO Box 37005, Chicago, IL 60637).

Compass, $18/year, (Association of Independent Schools and Colleges, One Dupont Circle, N.W., Washington, DC 20036).

Continuing Higher Education Review, $26/year, (Office of Continuing Education, Ohio State University, 152 Mount Hall, 1050 Carmack Road, Columbus, OH 43210) Formerly *Continuum*.

CUPA Journal, $50/year, (College and University Personnel Association, 1233 20th Street, N.W., Washington, DC 20036). Formerly *Journal of the College and University Personnel Association*.

Currents, $55/year, (Publisher Services, Inc., 80 S. Early Street, Alexandria, VA 22304).

Education Daily, $475/year, (Capitol Publications, Inc., 1101 King Street, Box 1453, Alexandria, VA 22313). Incorporates *Higher Education Daily*.

Educational Policy, $34/year, (Corwin Press, Inc., 2455 Teller Road, Newbury Park, CA 91320).

Educational Record, $25/year, (American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036).

Educational Researcher, $28/year, (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

Educational Studies: A Journal in the Foundations of Education, $12.50/year, (American Educational Studies Association, School of Education, North Carolina State University, Raleigh, NC 27650).

Engineering Education, $22.50/year, (American Society for Engineering Education, One Dupont Circle, N.W., Suite 400, Washington, DC 20036).

ERIC/ASHE Research Reports, $80/year, (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, DC 20036). See list of recent titles in the "Higher Education Books: A Selected Bibliography" section of this edition of this *NEA Almanac*.

European Journal of Education, $96/year, (Carfax Publishing Co., PO Box 25, Abingdon, Oxfordshire, OX14 3UE England).

Government Information Quarterly, $90/year, (JAI Press, Inc., 55 Old Post Road, No. 2, PO Box 1678 Greenwich, CT 06835-1678).

Harvard Educational Review, $33/year, (Gutman Library, Suite 349, 6 Appian Way, Cambridge, MA 02138).

Higher Education, $43/year, (Kluwer Academic Publishers

Group, Distribution Center, P.O. Box 322, 3300 AH, Dordrecht, The Netherlands).

Higher Education Advocate, $30/year (inst.), (National Education Association, 1201 16th Street, N.W., Washington, DC 20036.) Institutional subscription includes *NEA Almanac of Higher Education* and *Thought and Action*.

Higher Education National Affairs, $25/year, (American Council on Education, One Dupont Circle, N.W., Washington, DC 20036).

Higher Education in Europe, $20/ year, (European Centre for Higher Education, 39 Stirbei Voda, R-70732, Bucharest, Romania).

Higher Education Management, $19/year, (Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France). Formerly *International Journal of Institutional Management in Higher Education*.

Higher Education Reporter, $47/year, (4 Galaxy Court, Sewell, NJ 08080).

Higher Education Review, $53/year, (Tyrrell Burgess Associates, Ltd., 34 Sandilands, Croydon, CRO 5DB, England).

History of Education Quarterly, $25/year, (School of Education, Indiana University, Bloomington, IN 47405).

History of Higher Education Annual, $10/year, (School of Education and Social Policy, Northwestern University, 4150 Andersen Hall, 2003 Sheridan Road, Evanston, IL).

The Independent Scholar, $6/year, (105 Vincente Road, Berkeley, CA 94705).

Initiatives, $24/year, (1325 18th Street, N.W., Washington, DC 20006). Formerly *Journal of the National Association of Women Deans, Administrators and Counselors*.

Innovative Higher Education, $35/year, (Human Sciences Press, 233 Spring Street, NY 10013).

Journal of Academic Librarianship, $49/year, (Business Office, PO Box 8330, Ann Arbor, MI 48107).

Journal of Aesthetic Education, $18/year, (University of Illinois Press, 54 E. Gregory Drive, Box 5081, Station A, Champaign, IL 61820).

Journal of American College Health, $52/year, (4000 Albemarle Street, N.W., Washington, DC 20016).

Journal of American Indian Education, $14/year, (Center for Indian Education, College of Education, Arizona State University,

Tempe, AZ 85287-1311).

Journal of Architectural Education, $12/year, (ASCA, 1735 New York Avenue, N.W., Washington, DC 20006).

Journal of Black Studies, $34/year, (Sage Publications, Inc., 2111 W. Hillcrest Drive, Newbury Park, CA 91320).

Journal of College Admissions, $22/year, (National Association of College Admissions Counselors, 1800 Diagonal Road, Suite 430, Alexandria, VA 22314). Formerly *Journal of the National Association of College Admissions Counselors*.

Journal of College and University Law, $38/year, (National Association of College and University Attorneys, One Dupont Circle, N.W., Suite 620, Washington, DC 20036).

Journal of College Science Teaching, $42/year, (National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, DC 20009).

Journal of College Student Development, $15/year, (AACD, 5999 Stevenson Avenue, Alexandria, VA 22304).

Journal of Dental Education, $50/year, (American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, DC 20036).

Journal of Developmental Education, $17/year, (National Center for Developmental Education, Reich College of Education, Appalachian State University, Boone, NC 28608). Formerly *Journal of Developmental & Remedial Education*.

Journal of Education for Business, $38/year, (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016) Formerly *Journal of Business Education*.

Journal of Education for Library and Information Science, $50/year, (5623 Palm Aire Drive, Sarasota, FL 34243). Formerly *Journal of Education for Librarianship*.

Journal of Educational Research, $55/year, (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016).

Journal of General Education, $20/year, (Pennsylvania State University Press, 215 Wagner Building, University Park, PA 16802).

Journal of Geography in Higher Education, $95/year, (Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England).

Journal of Higher Education, $30/year, (Ohio State University

Press, 1050 Carmacak Road, Columbus, OH 43210).

Journal of Legal Education, $30/year, (University of Iowa College of Law, Iowa City, IA 52242).

Journal of Marketing for Higher Education, $24/year, (Haworth Press, 12 West 32nd Street, New York, NY 10001-3813).

Journal of Negro Education, $16/year, (PO Box 311, Howard University, Washington, DC 20059).

Journal of Optometric Education, $15/year, (Association of Schools and Colleges of Optometry, 6110 Executive Blvd., #514, Rockville, MD 20852).

Journal of Research and Development in Education, $25/year, (University of Georgia, Journal of Research and Development in Education, College of Education, Athens, GA 30602).

Journal of Rural Community Psychology, $30/year, (California School of Professional Psychology-Fresno, 1350 M Street, Fresno, CA 93721).

Journal of Student Financial Aid, $25/year, (NASFAA, 1920 L Street, N.W., Washington, DC 20036).

Journal of Teacher Education, $35/year, (American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036).

Journal of Tertiary Educational Administration, $21.50/year, (P.O. Box 4046, University of Melbourne, Parkville, Victoria 3052 Australia).

Journal of the Society of Research Administrators, $25/year, (500 N. Michigan Avenue, Chicago, IL 60611).

Liberal Education, $30/year, (Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009).

NACADA Journal, $30/year, (National Academic Advising Association, Pennsylvania State University, 212 Grange Bldg., University Park, PA 16802),

NASPA Journal, $25/year, (1700 18th Street, N.W., Washington, DC 20009).

National Forum: Phi Kappa Phi Journal, $25/year, (Honor Society of Phi Kappa Phi, Box 16000, Louisiana State University, Baton Rouge, LA 70893).

New Directions for Community Colleges, $48/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Continuing Education, $42/year, (Jossey-

Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Higher Education, $48/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Institutional Research, $42/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Program Evaluation, $48/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Teaching and Learning, $39/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Testing and Measurement, $39/year, (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Universities Quarterly, $39.50/year, (Basil Blackwell, Ltd., 108 Cowley Road, Oxford OX1 4HB, England).

North Central Association Quarterly, $15/year, (North Central Association of Colleges and Schools, 1540 30th Street, Box 18, Boulder, CO 80306).

OECD Observer, $11/year, (2001 L Street, N.W., Suite 700, Washington, DC 20036).

Paedogogica Historia, $18/year, (Center for the Study of the History of Education, University of Ghent, A. Baertsoenkaai 3, B-9000 Ghent, Belgium).

Perspective: The Campus Legal Monthly, $99/year, (2718 Dryden Drive, Madison, WI 53704).

Perspectives in Education and Deafness, $15/year, (Pre-college Programs, Gallaudet University, 800 Florida Ave., N.E., Washington, DC 20002). Formerly *Perspectives for Teachers of the Hearing Impaired*.

Planning for Higher Education, $40/year, (2026M School of Education Building, University of Michigan, Ann Arbor, MI 48109).

Research in Higher Education, $55/year, (Human Sciences Press, Inc., 233 Spring Street, New York, NY 10013).

Review of Educational Research, $23/year, (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

Review of Higher Education, $40/year, (Association for the Study of Higher Education, Department of Educational Administration, Harrington Education Center, Texas A&M University, College Station, TX 77843).

Science, $65/year, (American Association for the Advancement of

Science, 1515 Massachusetts Ave., N.W., Washington, DC 20005).

Sociology of Education, $30/year, (American Sociological Association, 1722 N Street, N.W., Washington, DC 20036).

Studies in Higher Education, £43/year, (Carfax Publishing Co., Box 25 Abingdon, Oxfordshire, OX14 3UE United Kingdom).

Teachers College Record, $24/year, (Teachers College, Columbia University, 525 W. 120th Street, New York, NY 10027).

Teaching at a Distance, £18/year, (Longman Group, Ltd., Westgate House, The High Harlow, Essex CM20 1NE, England).

Teaching English in the Two-Year College, $15/year, (NCTE, 1111 Kenyon Road, Urbana, IL 61801).

Teaching of Psychology, $50/year, (Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 70642).

Teaching Political Science, $75/year, (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016).

The Teaching Professor, $29/year, (2718 Dryden Drive, Madison, WI 53791-9618).

Teaching Sociology, $30/year, (American Sociological Association, 1772 N Street, N.W., Washington, DC 20036).

Thought and Action: The NEA Higher Education Journal, $30/year, includes *NEA Higher Education Almanac*. (National Education Association, 1201 16th Street, N.W., Washington, DC 20036).

Times (London) Education Supplement, $75/year, (Times Newspapers, Ltd., Priory House, St. Johns Lane, London, England EC1M 4BX).

Tribal College: Journal of American Indian Higher Education, $14/year, (American Indian Higher Education Consortium, 2509 Montgomery Way, Sacramento, CA 95818).

Urban Education, $34/year, (Sage Publications, Inc., 2111 W. Hillcrest Drive, Newbury Park, CA 91320).

Work and Occupations: An International Sociological Journal, $36/year, (Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320).

Writing Instructor, $16/year, (University Church, 4th floor, 817 W. 34th Street, University of Southern California, Los Angeles, 90089-1291).

2. Encyclopedias

American Educators' Encyclopedia, (short articles defining names and terms "frequently found in the literature of professional education") 1982.

Encyclopedia of Education, (the first of its kind since 1911), 1971.

Encyclopedia of Educational Research, (all aspects of educational including higher education. Includes bibliographies, subject index in Vol. 4.). 1982.

International Encyclopedia of Education, (provides an overall view of specific topics in education. Includes bibliographies. Index in Vol. 10.), 1985.

International Encyclopedia of Higher Education, (provides "A comprehensive understanding of postsecondary education as a whole." Includes bibliographies. Covers all national systems of higher education, also material on disciplines and professional education. Index in Vol. 10.), 1977.

The International Encyclopedia of Teaching and Teacher Education, 1987.

3. Indexes and Abstracts

The Chronicle of Higher Education publishes an annual index (August).

The Education Index, periodical index including some books and annuals. Published monthly except July and August, 1929-date.

ERIC Indexes: Resources in Education, and *Current Index to Journals in Education*. The Educational Resources Information Center (ERIC) is a national network of clearinghouses each of which is devoted to a special aspect of education. The clearinghouses collect, abstract, and disseminate educational research reports and documents. (Higher Education Clearinghouse: Educational Resources Information Center (ERIC). See also, *An Annotated Bibliography of ERIC Bibliographies*, Joseph Gerald Drazan ed. (Greenwood Press, 1982).

Resources in Education RIE (formerly *Research in Education*) is a monthly index to the ERIC document collections of research reports, conference papers, bibliographies, statistical reports, curriculum guides, etc. Each issue contains document resumes (abstracts) with subject, author, and institution indexes. Cumulative indexes are published semiannually or annually, 1966-date.

Current Index to Journals in Education, CIJE is a monthly index to periodical articles appearing in approximately 700 education and related journals. Each issue contains bibliographic information and brief summaries of the articles with subject, author, and journal contents indexes. Cumulative indexes are published semiannually, 1969-date.

Higher Education Abstracts (formerly *College Student Personnel Abstracts*). "HEA provides an overview of research and theory about college students, faculty, administration, and related topics in higher education." Covers research reports, conference papers and over 300 journals (Claremont Graduate School).

Index of Majors, 1990-91, College Board, 1991.

Index to Anthologies on Postsecondary Education 1960-1978, Richard H. Quay, ed., 1980.

Research into Higher Education Abstracts, coverage of the United Kingdom and selected coverage overseas. Covers research reports, general interest, articles, theses, and reference works. (Carfax Publishing Co., Oxfordshire, England), 1967-date.

4. Directories

A Classification of Institutions of Higher Education, 1987 (Carnegie Foundation for the Advancement of Teaching, 1987).

A Guide to Christian Colleges. (Christian College Coalition, 1984).

A Guide to Postsecondary Educational Opportunities for the Learning Disabled. Dian D. Ridenour and Jane Johnston, eds., 1981.

Accredited Institutions of Postsecondary Education: Programs, Candidates, 1988-1989. Sherry S. Harris, ed., 1989.

Am I Liable? Faculty, Staff, and Institutional Liability in the College and University Setting. (National Association of College and University Attorneys, 1990).

American Association of Community and Junior Colleges Membership Directory: 1989. (1989).

American Community, Technical and Junior Colleges: A Guide. 9th ed., Dale Parnell and Jack Peltason, eds., 1987.

American Universities and Colleges: A Dictionary of Name Changes. Alice H. Songe, ed., 1978.

American Universities and Colleges. 13th ed., comp., (American Council on Education, 1987).

Assessing the Costs of Student Recruitment at Smaller Independent Colleges and Universities. (National Association of College and University Business Officers, 1989).

Audiovisual Policies in College Libraries. (American Library Association, 1991).

Barron's Compact Guide to Colleges. (Barron's Educational Series, 1988).

Barron's Profiles of American Colleges. (Barron's Educational Series, 1988).

Business Week's Guide to the Best Business Schools. John A. Byrne, (McGraw-Hill, 1989).

Career Planning in the 1990's: A Guide for Today's Graduates. (Garrett Park Press, 1991).

Chronicle Four-Year College Databook. Paul Downes, ed., 1989.

Chronicle Two-Year College Databook. Paul Downes, ed., 1989.

College Admissions Data Handbook, 1989-1990. Rebecca Basch and Linnea Meyer, (Orchard House, 1989).

College Match: A Blueprint for Choosing the Best School for You. (Octameron Associates, 1991).

Commonwealth Universities Yearbook. 1989.

Community Colleges and Students with Disabilities. John Prihoda et al. (American Association of Community and Junior Colleges, 1988).

Community Colleges in the United States: Forty-nine State Systems. Ben E. Fountain and Terrence A. Tollefson, eds., 1989.

Comparative Guide to American Colleges: For Students, Parents and Counselors. James Cass and Max Birnbaum, eds., 1989.

Completing Your Doctoral Dissertation or Master's Thesis in Two Semesters or Less. (Technomic Publishing Company, 1991).

Counseling for College: A Professional's Guide to Motivating, Advising, and Preparing Students for Higher Education. (Peterson's Guides, 1991).

Directory of Administrators of Community, Technical and Junior Colleges. Holly Jellison, ed., 1984.

Directory of American Scholars: A Biographical Directory. 1982.

Directory of Athletic Scholarships. (Facts on File Publications, 1987).

Directory of Computing Facilities in Institutions of Higher Education. (University of Texas at Austin in cooperation with Seminars for Academic Computing, 1988).

Directory of Economic Development Programs at State Colleges and Universities. (American Association of State Colleges and Universities, 1989).

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Fellowship Sources for Higher Education Faculty

This is a selected, annotated list of fellowship and grant sources that offer significant numbers of awards. Details and deadlines vary each year. Please contact the granting organizations for information on the current year's competition. A list of resources on funding may be found in the Higher Education Journals, Reference Aids section of this *Almanac.*

Edward F. Albee Foundation, Inc.: *William Flanagan Memorial Creative Persons Center Residencies.* Better known as "the Barn," the Flanagan Center is a residence for writers (including playwrights, fiction and nonfiction writers and poets), painters, sculptors, and composers. Duration of residency: one month. (Contact: Edward F. Albee Foundation, Inc., 14 Harrison Street, New York, NY 10013)

Alcohol, Drug Abuse and Mental Health Administration: *Awards*—to encourage qualified physicians, clinical psychologists, social workers, or nurses to pursue careers in alcohol, drug abuse, and mental health research. Candidates must be citizens or permanent residents and must have at least two years of clinical training or experience at the postdoctoral level by the time the award is made. Duration: three years, not renewable. (Contact: National Clearinghouse for Alcohol and Drug information, P.O. Box 2345, 6000 Executive Blvd., Suite 402, Rockville, MD 20852 (for alcohol abuse and alcoholism); Grants Management Officer, National Institute on Drug Abuse, Room 10-25, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, MD 20857 (for drug abuse); or Grants Awards and Operations Section, Grants Management Branch, National Institute of Mental Health, Room 7C-05, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, MD 20857 (for mental health)

American Academy in Rome: *Fellowships*—six months to one year to the Academy in the visual and design arts, musical

composition, classical studies, and archaeology, art history, post-classical humanistic studies, and modern Italian studies. Next application deadline: November 15, 1992. (Contact: Fellowships Coordinator, American Academy in Rome, 41 East 65th Street, New York, NY 10021)

American Antiquarian Society: *Resources*—maintains a major research library in American history and culture through 1876. The library's resources are available for research through various in-residence visiting research fellowships. (Contact: A.A.S., 185 Salisbury Street, Worcester, MA 01609-1634)

American Association of University Women: *American fellowships*—for women to conduct postdoctoral and dissertation research in any field. Stipend ranges from $20,000 to $25,000. *Dissertation fellowships*—must have completed all doctoral requirements except the dissertation defense by November 15, 1991. Stipend: $13,500. *Focus professions*—support for minority women students in final year of graduate study in law, medicine, business. Stipend ranges from $5,000 to $9,500. *Dissertation fellowships*— for doctoral candidates in engineering. Stipend: $13,500. Other fellowships and grants are available. (Contact: A.A.U.W. Education Foundation Programs, 1111 16th Street, N.W., Washington, DC 20036)

American Association for the Advancement of Science: *Science and National Security Fellowships*—available to outstanding postdoctoral to mid-career scientists, engineers, and other appropriate scholars and professionals with some experience with arms control and national security issues. Fellows spend one year working in appropriate executive agencies of the federal government, congressional committees, or support agencies in Washington, DC (Contact: Dr. Elizabeth J. Kirk, Senior Program Associate, A.A.A.S., 1333 H Street, N.W., Washington, DC 20005)

American Council of Learned Societies: *Fellowships for full-time research*—by postdoctoral scholars in the humanities or humanistic social sciences. Tenure: six months to one year. Stipend: maximum of $20,000. *Grants-in-aid*—assists scholars with the expenses of specific programs of research in progress. Stipend: $3,000 maximum. *New fellowship program*—for students working on doctoral dissertations on American Art in the United States. *Grants for Chinese studies*—for social scientific or humanistic research relating to China. Stipend: $25,000 maximum. *Grants for East European studies*— for social scientific or humanistic research

relating to Albania, Bulgaria, Czechoslovakia, the former German Democratic Republic, Hungary, Poland, Romania, and Yugoslavia. Stipend: $30,000 maximum. (Contact: Office of Fellowships and Grants, A.C.L.S., 228 East 45th Street, New York, NY 10017-3398)

American Council on Education: *ACE Fellows*—established in 1965, the program identifies and trains future administrators in higher education. Application deadline: November 1. (Contact: Marlene Ross, Director, ACE Fellows Program, ACE, One Dupont Circle, N.W., Washington, DC 20036)

American Historical Association: *James Franklin Jameson Fellowship*—offered to support research in American history in the collections of the Library of Congress by young historians. Stipend: $10,000. *Albert Beveridge Grants for Research in Western Hemisphere History*—supports ongoing research. Stipend: Not to exceed $1,000. *Fellowship in Aerospace History*—fellows spend six months to one year in the History Office of the National Aeronautics and Space Administration, in pursuit of a proposed research project. Stipend: $25,000. *Littleton-Griswold Grants*—for research in American legal history and the field of law and society. Stipend: $1,000. *Michael Kraus Research Grant in History*—supports research on American colonial history. Stipend: $800. *Bernadotte Schmitt Grants*—supports research in the history of Europe, Africa, or Asia. Stipend: $1,000. (Contact: A.H.A., 400 A Street, S.E., Washington, DC 20003)

American Institute of Indian Studies: *Fellowship Programs*—awards for research on India in foreign currency, in India. (Contact: A.I.I.S., University of Chicago, 1130 E. 59th Street, Chicago, IL 60637)

American Philosophical Society: *Research Grants*—all Fields, open to doctorate holders. Stipend: $4,000 Maximum; $3,000—full professors. (Contact: Committee on Research, A.P.S., 104 South Fifth Street, Philadelphia, PA 19106-3387)

American Political Science Association: *Congressional Fellowship Program*—provides opportunities for young and mid-career political scientists to learn more about the legislative process by working as congressional aides for nine months. Condition: Receipt of Ph.D. within last 15 years, or near completion. Special fellowships are available for scholars (Ph.D. within last 15 years, or near completion) with an analytical interest in public policy and in telecommunications. Stipend: $24,000 plus travel expenses. (Contact: Kay Sterling, Administrative Director, *Congressional Fellow-*

ship Program, A.P.S.A., 1527 New Hampshire Avenue, N.W. Washington, DC 20036)

American Scandinavian Foundation: *Fellowships and Grants*—encourages advanced study and research in the Scandinavian countries. *Grants*—normally $2,500, are considered suitable for those who plan a program in Scandinavia of a few weeks or months. *Fellowships*—normally $15,000, are typically for doctoral candidates for an extended period of time. (Contact: Exchange Division, A.S.F., 725 Park Avenue, New York, NY 10021)

American Schools of Oriental Research: *Fellowships*—various programs for both senior and junior scholars to pursue research in the Middle East. (Contact: ASOR, Attn: *Fellowships*, 711 W. 40th Street, Suite 354, Baltimore, MD 12111)

Association of American Colleges: *National Fellows Program*—enables faculty and administrators to work as professional staff members in AAC's national office. (Contact: Carol Schneider, A.A.C., 1818 R Street, Washington, DC 20009)

John Carter Brown Library: *Various programs*—for scholars at the pre-doctoral or post-doctoral level who are engaged in advanced resesarch related to the holdings of the Library. The collection consists of primary materials relating to all aspects of the discovery, exploration, settlement, and development of the Americas prior to ca. 1825. (Contact: Director, John Carter Brown Library, Box 1894, Providence, RI 02912)

Mary Ingraham Bunting Institute: *Academic year and summer fellowships*—for women scholars. (Contact: M.I.B.I., Radcliffe College, 34 Concord Avenue, Cambridge, MA 02138)

Business and Professional Women's Foundation: *Fellowships*—various programs for contemporary and historical research on economic issues of importance to today's working woman. (Contact: B.P.W.F., 2012 Massachusetts Ave., Washington, DC 20036)

Center for Advanced Studies in the Behavioral Sciences: *Postdoctoral Fellowships*—up to 50 residential fellowships annually to scholars showing exceptional accomplishment or promise in their respective fields. Candidates are nominated by former Fellows or by senior scholars. (Contact: C.A.S.B.S., 202 Junipero Serra Blvd., Stanford, CA 94305)

Center for Field Research: *Field research projects*—up to 140 of the most significant field research projects worldwide in all appropriate disciplines. Field research includes any research in the

sciences and humanities that directly addresses primary sources: natural, artifactual, or archival. Projects must usefully involve in field assignments lay volunteer members. Support is principally committed to advanced postdoctoral scholarship, but portions are reserved for affirmative action, as well as excellent projects by younger postdoctoral scholars and, in special cases, graduate students. Project grants average $20,000 and range from $10,000 to $150,000. (Contact: C.F.R., 680 Mt. Auburn Street, P.O. Box 403E, Watertown, MA 02272)

The Center for Hellenic Studies: *In-Residence Junior Fellowships*—provides fellows with the opportunity for study and research on ancient Greek literature, language, history, philosophy, or religion utilizing the Center's classics library. Ph.D. required and some published work. Stipend: $16,000 maximum. Application deadline is November 1. (Contact: C.H.S., 3100 Whitehaven Street, N.W., Washington, DC 20008)

The Center for Theoretical Studies: *Postdoctoral Residents*—for recent doctoral graduates with interests and expertise in theoretical aspects of the physical sciences or the history and philosophy of science. Positions in residence at the University of Miami are generally tendered for a period of one year and may be renewed. Residents are free to pursue their own work and will have the opportunity to interact with Fellows of the Center, senior scientists of great distinction. (Contact: C.T.S., University of Miami, P.O. Box 249055, Coral Gables, FL 33124)

Columbia Society of Fellows in the Humanities: *Fellowships*—designed to enhance the role of the humanities by exploring and clarifying the interrelationships within the humanities, as well as their relationship to the natural sciences and the professions. *Postdoctoral fellowships*—for scholars who received the doctorate within the past seven years. Fellows teach in the undergraduate program in general education. Stipend: $31,000 (Contact: Director, S.F.H., Heyman Center for the Humanities, Box 100, Central Mail Room, Columbia University, New York, NY 10027)

Committee on Scholarly Communication with the People's Republic of China: *Fellowship/Support*—for advanced graduate students, postdoctoral scholars, and senior scholars, in the social sciences and humanities to undertake long term study and research, or short term exploratory visits at Chinese universities and research institutes. Also supports scholars who present research results at conferences in China. (Contact: CSCPRC, National

Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, DC 20418)

Cooperative Institute for Research in Environmental Sciences: *One-year visiting fellowships*—to scientists with research interests in atmospheric chemistry, atmospheric and climate dynamics, environmental chemistry and biology, environmental measurements and instrumentation, remote sensing, and global change. *Awards*—may be made to senior scientists, including those on sabbatical leave, or to recent Ph.D. recipients. Stipend: averages $26,500 for 12 months. (Contact: Prof. Robert Sievers, Director, CIRES, *Visiting Fellow Program*, Campus Box 216, University of Colorado, Boulder, CO 80309)

Council for International Exchange of Scholars: *Fulbright Scholar Program*—university lecturing and research awards for postdoctoral scholars in all fields. Opportunities vary for each country. (Contact: C.I.E.S., 3007 Tilden Street, N.W., Suite 5M, Washington, DC 20008-3009)

Council on Library Resources: *General Program*—sponsors a wide-ranging program of research and analysis concerning all aspects of library and information service operations. As an operating foundation, the Council both manages its own programs and grants funds to others—academic institutions, organizations, and individuals. *Cooperative Research Program*—for research projects proposed jointly by librarians and faculty members in library science or, when appropriate, other pertinent disciplines. Stipend: $4,000 maximum. *CLR Fellows Program*—for professional staff members of academic, research, and public libraries who wish to undertake research, conduct analytical studies pertinent to library operations and information services or pursue other professional projects of importance. *Academic Library Management Intern Program*—offered biennially, for librarians who have an interest in the administration of large libraries and who wish to improve their management skills with an eye toward professional advancement. (Contact: C.L.R., 1785 Massachusetts Ave., N.W., Suite 313, Washington, DC 20036)

Cushwa Center for the Study of American Catholicism: *Hibernian Research Awards*—for the study of the Irish in the U.S. Stipend: $2,000. *Research Fellowship Program*—research fellows are provided offices in the Cushwa Center and have access to the university library and archives. The Center provides no funding for research fellows. *Research Travel Grants*—assists postdoctoral

research fellows. *Research Travel Grants*—assists postdoctoral scholars of any academic discipline to defray travel and lodging costs in projects which require substantial use of the collections of the library and/or archives of the University of Notre Dame. Contact: Director, Cushwa Center, 614 Hesburgh Library, Notre Dame, IN 46556. Deadline for *Hibernian Award* and *Travel Grants* is Dec. 15 each year. Deadline for *Research Fellowship* is Jan. 15 and April 15 of each year.

Lady Davis Fellowship Trust: *Postdoctoral* and *Fellowships*—for study, research, or teaching. *Postdoctoral Awards* tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Haifa for the academic year. *Fellowships* are for a period of one or two years and may be extended. (Contact: L.D.F.T., P.O. Box 1255, Jerusalem, Israel)

Shelby Cullom Davis Center for Historical Studies: *Fellowships*—for scholars to pursue research and attend the Seminar of the Davis Center. Eligible applicants are younger scholars who have finished their dissertations and have a full-time position to which they can return; and senior scholars with established reputations. The 1992-1994 subject of the Seminar of the Shelby Cullom Davis Center for Historical Studies at Princeton University will be "proof and persuasion." (Contact: S.C.D.C.H.S., Princeton University, 129 Dickenson Hall, Princeton, NJ 08544)

Dumbarton Oaks: *Fellowships*—residential fellowships in Byzantine studies, including related aspects of late Roman, early Christian, Western Medieval, Slavic, and Near Eastern studies; Pre-Columbian studies; and studies in landscape architecture. Project support also available in these areas. (Contact: Office of the Director, Dumbarton Oaks, 1703 32nd Street, N.W., Washington, DC 20007)

Earhart Foundation: *Fellowship Research Grants*—for advanced postdoctoral research in the social sciences or history. Proposals should advance knowledge through teaching, lecturing, and publication. Stipend: up to $20,000. (Contact: E.F., Plymouth Building, Suite 204, 2929 Plymouth Road, Ann Arbor, MI 48105)

East-West Center: *Fellowships*, *Internships*, and *Scholarships*—for graduate students at the University of Hawaii. E.W.C. was established to promote better relations and understanding among the people of Asia, the Pacific and the U.S. through collaborative endeavors on common problems. The Center provides study, training, and research opportunities related to its institutes

and programs. (Contact: Award Services Officer, E.W.C., Burns Hall 2066, 1777 East-West Road, Honolulu, HI 96848)

Educational Testing Service: *Postdoctoral Fellowship Program*—one-year awards for research in: psychometrics, cognitive psychology, educational psychology, statistics, higher education, technology, occupational/vocational testing, minority issues, testing issues, or policy studies. Stipend: $27,000. (Contact: Margaret B. Lamb, E.T.S., Mail Stop 30-B, Princeton, NJ 08541)

Eppley Foundation for Research, Inc.: *Grants*—supports postdoctoral research in advanced scientific subjects. Ordinarily the grants are for one year only. Stipends average $15,000 per year and are seldom awarded for more than one year. (Contact: Huyler C. Held, Secretary, E.F.R., 575 Lexington Avenue, New York, NY 10022)

Ford Foundation Postdoctoral Fellowships for Minorities: *Postdoctoral Fellowships*—awarded to U.S. citizens or nationals who are members of the following minority groups: Native American Indian/Alaska Native (Eskimo and Aleut), Black/African American, Mexican American/Chicano, Native Pacific Islander (Micronesian and Polynesian), and Puerto Rican. Awards are made to Ph.D. or ScD. holders who have received their doctoral degrees within the last seven years in the behavioral and social sciences, humanities, engineering, mathematics physical sciences, and biological sciences, or for interdisciplinary programs composed of two or more eligible disciplines. Stipend: $25,000. (Contact: The Fellowship Office, GR 420A, National Research Council, 2101 Constitution Avenue, Washington, DC 20418)

Fund for the Improvement of Postsecondary Education: *The Comprehensive Program*—proposals aimed at encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all. Areas of interest include, but are not limited to curricular reform, teacher education reform, graduate and professional education, faculty, staff and organizational development, education for a changing economy, and uses and implications of the new technologies. (Contact: FIPSE, 7th and D Streets, S.W., Washington, DC 20202)

German Marshall Fund of the United States: *Research Fellowships*—projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Duration: three months to a year. Stipend: maximum of $30,000 per year plus $2,000

travel. (Contact: G.M.F., 11 Dupont Circle, N.W., Washington, DC 20036)

Gerontological Society of America: *Postdoctoral Technical Assistance Program*—matches academic gerontologists and agencies serving the elderly that need technical assistance. Duration: three months (summer). Stipend: $6,500. (Contact: Program Director, GSA, 1275 K Street, N.W., Suite 350, Washington, DC 20005)

William T. Grant Foundation: *Research Grants*—to improve children's mental health, defined broadly. Supports research in any medical or social-behavioral scientific discipline on the development of school-age children, adolescents, and youth. *Faculty Scholars Program*—to support young investigators in a variety of disciplines who early in their careers make a commitment to improving the lives of children by undertaking a program of research to understand the causes and consequences of factors which compromise children's and youth's healthy development. Nominations, by institutions, of faculty in first rank of appointment. Stipend: to applicant's institution of up to $35,000 per year for five years. (Contact: Robert J. Haggerty, M.D., President, William T. Grant Foundation, 515 Madison Avenue, New York, NY 10022-5403)

John Simon Guggenheim Foundation: *Fellowships*—assists scholars and artists engaging in research in any field of knowledge and creation in any of the arts. Successful candidates ordinarily will have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts. (Contact: John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York, NY 10016)

Hagley Museum and Library: *Research Fellowships*—for study at Hagley's Center for the History of Business, Technology, and Society. Stipend: $27,5000 maximum. *Grants-in-Aid*—for short-term research in the imprint, manuscript, pictorial, and artifact collections of the Hagley Museum and Library. Stipend: up to $1000 per month. (Contact: Dr. Patrick B. Nolan, Executive Administrator, Center for the History of Business, Technology, and Society, H.M.L., Box 3630, Wilmington, DE 19807)

Harvard University Divinity School *Women's Studies in Religion Program*—intended for those with doctorates in religion and those with primary competence in other humanities, social science, or public policy fields who have a serious investment in religion. The program supports scholars who are conducting research on religion, gender, and culture. Applications from scholars

with competence in the study of women and religion are welcomed. (Contact: Constance H. Buchanan, Associate Dean, H.D.S., 45 Francis Avenue, Cambridge, MA 02138)

Johns Hopkins Program in Atlantic History, Culture and Society: *Fellowships*—interdisciplinary approaches to the history and culture of the Atlantic coast, Africa, Luso-Spanish America, and the Caribbean. *Visiting Fellowships*—available, non-stipendary. (Contact: Michel-Rolph Trovillot, Acting Director, Program in Atlantic History, Culture and Society, J.H.U., Baltimore, MD 21218)

George A. and Eliza Gardner Howard Foundation: *Eight One-year Fellowships*—for scholars engaged in full-time independent research projects rotate the fields of creative writing, literary criticism, comparative literature, language and literature, history, anthropology, political science, sociology, classical and archaeological studies, history of science, philosophy, religious studies, art, history and fine arts (including painting, sculpture, musicology, music composition, photography and film). The competition for 1992 will be in the fields of comparative literature and language and literature. Applicants should be in the middle stages of their careers (between the ages of 25-45) and be eligible for sabbatical or other leave from their institutions. Application is through institutional nomination (two nominees per institution). Stipend: $18,000. (Contact: Donald G. Rohr, Administrative Director, Howard Foundation, Box 1867, Brown University, Providence, RI 02912)

Alexander von Humboldt Foundation: *Humboldt Fellowships*—research projects in the Federal Republic of Germany conducted by highly qualified foreign scholars up to 40 years old. Stipend: 3,000 to 3,800 DM per month. *Research Awards*—to distinguished U.S. scientists, including engineering and medicine and humanities scholars of all nations. (Contact: A.v.H.F., Jean Paul-Strasse 12, D5300, Bonn 2, FRG))

Institute for Advanced Study: *Appointments*—members who wish to pursue independent work in residence (from one term to two years) at one of its four schools: Mathematics, Natural Sciences, Historical Studies, and Social Sciences. Senior scholars of well-established reputation are balanced against younger applicants who have promise but fewer publications. Applicants whose research falls within the interests of one or more regular Institute faculty are preferred. About half the members receive support from the Institute: the other half are supported by their own institutions or outside grants. (Contact: I.A.S., Olden Lane, Princeton, NJ 08540)

Institute for Educational Leadership: *Educational Policy Fellowships*—a one-year professional development program in public policy for mid-career professionals from educational agencies and related organizations. Fellows remain in their full-time positions and are financially supported by their employing agencies. (Contact: Mara Ueland, *Education Policy Fellowship Program*, 1001 Connecticut Avenue, N.W., Washington, DC 20036)

Institute for European History: *Fellowships*—to promote research on the reformation and the history of Europe from the 16th century to the present. The Institute annually awards twenty fellowships to young historians from Europe and abroad. Fellows reside in Mainz, Germany. Candidates must have a thorough command of German and be either at the advanced stages of their dissertation or already in possession of their doctorate. Duration: six months to a year. Stipend: between $700 and $900 a month. (Contact: Professor Karl Otmar Freiherr von Aretin, Direktor der Abteilung Universalgeschichte, and Professor Peter Manns, Direktor der Abteilung Religionsgeschicht, both at: D-6500 Mainz, Alte Universitatsstrasse 19, West Germany)

Japan Foundation Fellowship Program: *Professional Fellowship*—for scholars or professionals with substantial experience who wish to conduct research in Japan. Research must be substantially related to Japan and within the social sciences and humanities. Fellowships are available for periods ranging from two to twelve months. *Dissertation Fellowship*—for doctoral candidates in the humanities and social sciences who wish to conduct dissertation research in Japan. Must have completed all requirements for Ph.D. except doctoral dissertation and be proficient in Japanese. Dissertation topic must be substantially related to Japan. Fellowships are availabel for periods ranging from two to twelve months. (Contact: Japan Foundation, 142 W. 57th Street, New York, NY 10119)

The W.K. Kellogg Foundation: *National Fellows Program*—a three-year program designed for individuals in the early years of their professional careers. The program assists future leaders in developing skills and competencies that transcend traditional disciplinary and professional methods of addressing problems. To this end, the program provides experiences that equip participants to address social issues in agriculture, education, and health. Fellows are expected to spend about one-fourth of their time on Fellowship-related activities including a self-designed learning plan for personal and professional improvement as well as group seminars. Grant: up to $35,000 plus 12.5 percent of the Fellow's

annual salary reimbursed to qualifying employers. (Contact: *National Fellowship Program*, W.K. Kellogg Foundation, 400 North Avenue, Battle Creek, MI 49017)

Memorial Foundation for Jewish Culture: *Scholarly, literary, or art*—projects in a field of Jewish specialization. Stipend: $1,000 to $4,000 per academic year; renewable. (Contact: Dr. Jerry Hochbaum, Executive Vice President, M.F.J.C., 15 E. 26th Street, Room 1901, New York, NY 10010)

Metropolitan Museum of Art: *Chester Dale Fellowships*—for scholars under age 40 whose fields are related to the fine arts of the western world. *Andrew W. Mellon Fellowships*—for promising young scholars with research projects related to the Museum's collections, as well as for distinguished American and foreign visiting scholars who can serve as teachers and advisers and make their expertise available to catalog and refine the collections. *J. Clawson Mills Scholarships*—one-year research projects in any branch of the fine arts related to the Museum. Generally reserved for mature scholars of demonstrated ability. Other fellowships are available. (Contact: Fellowship Program, Office of Academic Programs, M.M.O.A., Fifth Avenue and 82nd Street, New York, NY 10028)

National Academy of Education: *Postdoctoral Fellowship Program*—for recent recipients of the doctorate doing research on issues relevant to the improvement of education in all of its forms. (Contact: Debbie Leong-Childs, N.A.E., Stanford University, School of Education, CERAS-507G, Stanford, CA 94305-3084)

National Council of Teachers of English: *Grants*—for research on the teaching and learning of English and the language arts. (Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801)

National Education Association: *National Foundation for the Improvement of Education*—operates several grants programs of interest to higher education members of the NEA. (Contact: N.F.I.E., 1201 16th Street, NW, Washington, DC 20036)

National Endowment for the Arts: *Fellowships and International Exchange Programs*—numerous programs. (Contact: Public Information Office, N.E.A., 1100 Pennsylvania Avenue, N.W., Washington, DC 20506)

National Endowment for the Humanities: *Fellowships for College Teachers and Independent Scholars*, *Summer Stipends*, *Study Grants for College and University Teachers*, and *Travel to Collections*—travel to research collections of libraries, archives,

museums, or other repositories. Many programs—request the "Overview" brochure that describes all funding possibilities. (Contact: Public Affairs Office, Room 406, N.E.H., 1100 Pennsylvania Ave., N.W., Washington, DC 20506)

National Geographic Society: *Grants-in-aid*—through the Committee for Research and Exploration, provides grants-in-aid for basic, original, scientific field research covering a broad spectrum of disciplines from astronomy to marine zoology. Particular emphasis is placed on multi-disciplinary projects of an environmental nature. Grants normally are made only for field research. Investigators of advanced degrees (Ph.D. and above), and associated with institutions of higher learning or other scientific and educational non-profit organizations or museums are eligible to apply. The Society does not provide fellowships or pay tuition at any level. (Contact: Steven S. Stettes, Secretary, Committee for Research and Exploration, N.G.S., 17th and M Streets, N.W., Washington, DC 20036)

National Humanities Center: *Fellowships*—to postdoctoral scholars in history, philosophy, languages and literature, classics, religion, history of the arts, and other liberal arts. Also eligible: social scientists, natural scientists, and others whose work has a humanistic dimension. Fellows work at the Center where they have private studies, and library and manuscript typing services. Tenure: mostly for entire academic year; one semester possible. Salary: individually determined. (Contact: *Fellowship Program*, N.H.C., P.O. Box 12256, Research Triangle Park, NC 27709)

National Institutes of Health: *Academic Research Enhancement Award*—funding for feasibility studies, pilot studies, and other small-scale research projects. Stipend: Up to $50,000 in direct costs, plus applicable indirect costs for a period not to exceed 24 months. *Small Grant Awards*—provide research support, specifically limited in time and amount, for activities that would provide a basis for more extended research. Many other programs. (Contact: Office of Grant Inquiries, Room 449, Westwood Building, Division of Research Grants, N.I.H., Bethesda, MD 20892)

National Institute of Justice: *Research and Development*—to improve and strengthen the criminal justice system and related civil justice aspects. *Visiting fellowships, Graduate Research Fellowships*, and *Summer Research Fellowships* are also available. (Contact: National Institute of Justice, P.O. Box 6000, Rockville, MD 20850)

National Research Council: *Predoctoral Fellowships for Minorities*—approximately 55 three-year predoctoral fellowships and

20 one-year dissertation fellowships to Native American Indians, Alaskan Natives (Eskimo or Aleut), Black/African American, Mexican American/Chicanos, Native Pacific Islanders (Polynesians or Micronesians) and Puerto Ricans. Each predoctoral fellowship will include an annual stipend of $11,500 to the Fellow for each of the three years, and an annual institutional grand of $6,000. Dissertation fellows will receive a stipend of $18,000; stipend payments will be made through fellowship institutions. *Postdoctoral Fellowships For Minorities*—approximately 25 Ford Foundation fellowships for continued education and experience in research for Native American Indians, Alaskan Natives (Eskimo or Aleut), Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Micronesians or Polynesians), and Puerto Ricans. Tenure is 9-12 months but may not exceed 12 months. Stipend: 25,000 (plus relocation allowance: $3,000). (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, DC 20418)

National Science Foundation: *Graduate Fellowships*—for women in Engineering: additional awards will be offered to encourage women to undertake graduate study in engineering fields; second-year graduate students are eligible. Stipend: $14,000. *Minority Graduate Fellowships* for women in Engineering. Special feature: Mentoring Assistantships for new Minority Graduate Fellows entering their fellowship institutions for the first time as graduate students. Stipend: $14,000. (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, DC 20550)

Newberry Library: *Fellowships*—support for exchange programs, research in residence and writing relevant to the Newberry Library collections. Fellowships generally support research in residence at the library by independent, doctoral, or post-doctoral scholars. The library's holdings include a collection on the humanities within Western civilization from the late Middle Ages to the early twentieth century. (Contact: Committee on Awards, N.L., 60 West Walton Street, Chicago, IL 60610)

Organization of American States: *Fellowship Program*—for advanced study or research in any field, except the medical sciences, with priority given to the studies, research, and training necessary for the expansion of human productivity. For citizens or permanent residents of OAS countries. (Contact: Department of Fellowships and Training, O.A.S., Washington, DC 20006)

Population Council: *Population Fellowships in the Social Sciences*—fellowships are awarded annually in the field of population studies (including demography and biostatistics) or for study plans in population in combination with a social science discipline. *Graduate Awards*—open to Ph.D. candidates at the dissertation research or writing stage in population sciences. *Postdoctoral Study Awards*—are open to scholars who wish to undertake advanced research and training with population specialization. *Mid-career Study Awards*—are open to scholars with substantial professional experience who wish to undertake a specific plan of training and study to update and strengthen their professional skills. (Contact: Manager, *Fellowship Program*, P.C., One Dag Hammarskjold Plaza, New York, NY 10017)

Research Corporation: *Cottrell College Science Grants*—supports research with undergraduates in non-Ph.D. departments of astronomy, chemistry, and physics. *Research Opportunity Awards*—research by mid-career scientists in Ph.D. astronomy, chemistry, or physics departments to explore new areas of experimental research. *Partners in Science*—research partnerships between high school science teachers and collegiate scientists (chemistry and physics/astronomy) during the summer. *General Foundation Grants*—projects in the natural sciences that may be of special interest to the foundation. (Contact: GRANTS Program Coordinator, R.C. 6840 East Broadway Boulevard, Tucson, AZ 85710)

Resources for the Future: *Gilbert F. White Postdoctoral Resident Fellowship Program*—intended for professionals who conduct investigations of social or public policy issue in natural resources, energy, or the environment. Open to all who have completed the work for a doctorate. Stipend: $35,000, plus $1,000 expenses. *The RFF Small Grants Program*—awards for research related to the environment, natural resources, or energy. Tenure: between two months and two years. Stipend: $30,000 maximum. (Contact: R.F.F., 1616 P Street, N.W., Washington. DC 20036)

The Rockefeller Foundation: *Fellowships in the Humanities*—for scholars whose research furthers understanding of contemporary social and cultural issues and extends international and intercultural scholarship. Fellowships are offered as residences at host institutions selected for their potential to promote individual scholarship in the humanities. Host institutions include academic departments, area studies, and other interdisciplinary programs, museums, and research libraries. Information about eligibility is available from each host institution. (For a list of host institutions,

contact: R.F., address below). *Social Science Research Fellowships in Agriculture or Population Studies*—preference given to young social scientists with interests in international development. Fellows develop and carry out research for two years at developing country universities, and international agricultural research institutions. Stipend: salary of a beginning assistant professor. (Contact: Joseph R. Bookmyer, Manager, Fellowship Office, R.F., 1133 Avenue of the Americas, New York, NY 10036)

School of American Research: *Resident Scholar Fellowship Program*—for advanced (pre- and post-doctoral) studies in anthropology and related fields. Tenure: September 1-May 30. Application deadline: December 1. (Contact: Resident Scholar Program, S.A.R., Box 2188, Santa Fe, NM 87504)

Sigma Xi: The Scientific Research Society: *Grants-in Aid of Research*—research awards are made to individuals in any scientific discipline. Preference is given to applicants in the early stages of their careers. Stipend: ranging from $100 to $1,000. (Contact: Sigma Xi, Committee on *Grants-in-Aid of Research*, PO Box 13975, 99 Alexander Drive, RTP, NC 27709)

Alfred P. Sloan Foundation: *Sloan Research Fellowships*—for basic research in the physical sciences, economics, and interdisciplinary fields including geochemistry, astrophysics, and neuroscience. Nominations may be submitted by senior scientists who are in a position to identify unusually promising younger colleagues. Candidates must be members of the regular faculty. The upper age limit for candidates is 32. Stipend: $25,000. (Contact: Program Administrator, *Sloan Research Fellowships*, A.P.S.F., 630 Fifth Avenue, New York, NY 10011)

Smithsonian Institution: *Fellowships and Grants*—programs including fellowships and grants in the history of mathematics, physical sciences, medicine and the history of science in America. Many other programs. (Contact: Catherine F. Harris Administrative Officer, Office of Fellowships and Grants, S.I., 955 L'Enfant Plaza, Room 3300, Washington, DC 20560)

Social Science Research Council: *Grants for Advanced International Area and Regional Research*—supports research in one country, and comparative research. Current area programs: Africa, all regions of Asia, Near and Middle East, and Latin America. *MacArthur Foundation Fellowships in International Peace and Security*—intended to foster critical thinking and the testing of established assumptions about peace and security. Postdoctoral

scholars from the physical and biological sciences and the social and behavioral sciences are eligible. *Advanced Research Fellowships in Foreign Policy Studies*—supports research on U.S. foreign policy-making processes that takes account of the interplay of political, economic social, and international forces that are believed to influence policy making. *Fellowships and Grants for Research on the Urban Underclass*—supports research on the structure and processes that generate, maintain, and overcome the conditions and consequences of persistent urban poverty in the U.S. Many other programs. (Contact S.S.R.C., Fellowships and Grants, 605 Third Avenue, New York, NY 10158)

The Spencer Foundation: *Programs*—for basic research in education. (Contact: Spencer Foundation, 900 N. Michigan Ave., Suite 2800, Chicago, IL 60611)

Stanford Humanities Center: *Faculty Fellowships*—for junior and senior scholars to spend a year at the Center. Senior scholars encouraged to arrange additional financial support. (Contact: S.H.C., Mariposa House, Stanford University, Stanford, CA 94305-8630)

The Tinker Foundation: *Institutional Grants Program*— for topics and activities related to Ibero-America, Spain, or Portugal or Antarctica. Priority is given to in the social sciences with particular emphasis on urban and regional studies, pub strategic issues, education, communications, management, and economics. Support is also offered for projects focusing on international relations, natural resource development, the training of specialists at the postgraduate level, and for programs designed to further the education of Spanish- or Portugese-speaking people of the Unite States. Stipends: $5,000 to over $100,000 renewable. (Contact: T.F., 55 East 59th Street, New York, NY 10022)

The Twentieth Century Fund: *Commissioned Research Projects*—on public policy issues including: U.S. foreign policy; global politics and economics; economics, finance and government regulation; urban affairs and poverty; and communications and information. Stipend: all reasonable costs. The Twentieth Century Fund is a non-profit operating foundation. (Contact: Assistant Director for Research, T.C.F. 41 East 70th Street, New York, NY 10021)

UCLA Institute of American Cultures: *Fellowship Awards*—for both recent Ph.D. recipients and senior scholars for American Indian, Asian American, Chicano, and Afro-American studies. (Contact: I.A.C., UCLA, Los Angeles, CA 90024-1405)

Virginia Center for the Humanities: *Individual and Collaborative Residencies*—to assist scholars and teachers; library, museum, and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse. Eligibility: Virginia residents working in any area of the humanities and non-state residents who proposed work on a subject of special relevance to Virginia. Stipends: up to $3,000 per month; residencies available for one month to one semester (Contact: Virginia Foundation for the Humanities, 145 Ednam Drive, Charlottesville, VA 22901)

Weizmann Institute of Science: *Postdoctoral Fellowships*—the Feinberg Graduate School of the Weizmann Institute offers about 20 one-year fellowships per year in all areas of research in which the Weizmann Institute is engaged. The fellowships are open to citizens of all countries. (Contact: Roni Golan, Secretary, Feinberg Graduate School, W.I.S., Box 26, Rehovot 76100, Israel)

Woodrow Wilson International Center for Scholars: *Residential fellowships to citizens of all countries.* (Contact: Roni Gola, Secretary, Feinberg Graduate School, W.I.S., Box 26, Rehovot 76100, Israel) *Residential fellowships*—awards 40 residential fellowships for advanced research in the humanities and social sciences. Applicants must hold the doctorate or equivalent. Fellowships are normally for an academic year. In determining stipends, the Center seeks to follow the principle of no gain/no loss in terms of a Fellow's previous salary. However, limited funds make it desirable for most applicants to seek supplemental sources of funding such as sabbatical support or grants from other sources: in no case can the Center's stipend exceed $50,000; the average yearly stipend is approximately $36,000. Travel expenses for Fellows, spouses, and dependent children are provided. (Contact: Fellowships Office, W.I.C., Washington, DC 20560)

Carter Woodson Institute for Afro-American and African Studies at the University of Virginia: *Research in Progress*—for completion of research in progress in the humanities and social sciences on Africa, Africans, and peoples of African descent. Stipend: $12,500 (predoctoral); $25,000 (postdoctoral). (Contact: William E. Jackson, Associate Director for Research, Carter G. Woodson Institute for Afro-American and African Studies, The University of Virginia, 1512 Jefferson Park Avenue, Charlottesville, VA 22903)

NEA and Higher Education

The Higher Education Roots of NEA, 1857-1991

College and university faculty have played prominent roles in the National Education Association from the Association's very beginning. During NEA's first 60 years, there was hardly a leader in American higher education who was not also a leader in the NEA.

Early Years and Leadership

The National Education Association was founded in 1857 in Philadelphia. Among its founding members, at least one-fourth were faculty members or administrators from institutions of higher education. Higher education founding members included John Seeley Hart of Princeton, Calvin Pease of the University of Vermont, James R. Challen of Northwestern University, Calvin S. Pennell of Washington University, Henry Duval Gregory of Girard College, Lorin Andrews of Kenyon College, and Zalmon Richards. Richards was founder of the Union Academy in Washington, D.C. and a member of the faculty at Columbian College (now George Washington University). Richards was also elected NEA's first president in 1858.

During the latter half of the 19th and early decades of the 20th centuries, many of the most important figures in American higher education were also leaders in the NEA.

Altogether, from 1858 to 1920, 24 of NEA's presidents came from institutions of higher education. Among those are: Samuel Stillman Greene (Brown University) NEA President 1864-65, Eli Todd Tappan (Kenyon College) NEA President 1882-83, James Hulme Canfield (State University of Kansas) NEA President 1889-90, Nicholas Murray Butler (Columbia University) NEA President 1894-95, Charles W. Elliot (Harvard University) NEA President 1902-03, Ella Flagg Young[1] (University of Chicago) NEA President 1911-12, Joseph Swain (Swarthmore College and Indiana University) NEA President 1913-14, David Starr Jordan (Stanford Univer-

sity) NEA President 1914-15, George Drayton Strayer (Columbia) NEA President 1918-19.

Among the early NEA secretaries or executive officers were Zalmon Richards (Columbian College, 1860), David N. Camp (St. John's College, 1864), Samuel Holmes White (Peoria Normal School, 1866, 1872, and 1873), James Hulme Canfield (State University of Kansas, 1887-1889), William Robertson Garrett (University of Nashville, 1890), and Ezekiel Hanson Cook (Rutgers, 1891).

NEA's first permanent executive secretary was Irwin Shepard of Winona State Teachers College in Minnesota. From 1893 to 1912, the NEA's headquarters were located in Dr. Shepard's home at Winona.

Also active in the NEA's leadership during this period were the leaders of some of the greatest institutions of higher learning in the United States including Noah Porter (Yale), James McCosh (Princeton), Andrew D. White (Cornell), Daniel Coit Gilman (Johns Hopkins), W.H. McGuffy (Ohio University and the University of Virginia), W.W. Folwell (University of Minnesota), Lotus D. Coffman (University of Minnesota), and Guy Stanton Ford (University of Minnesota), John Wesley Hoyt (University of Wisconsin), William Rainey Harper (University of Chicago), B.A. Hinsdale (University of Michigan), James B. Angell (University of Michigan), Andrew S. Draper (University of Illinois), Daniel Read (University of Missouri), R.H. Jesse (University of Missouri), James H. Baker (University of Colorado), Benjamin I. Wheeler (University of California), Elwood Cubberly (Stanford University), and G. Stanley Hall (Clark University).

From the Civil War to World War I, the NEA served as virtually the only forum for which the leadership of America's higher education community could meet and discuss common concerns. During this era the leaders of NEA were the leaders of American education—at all levels. Whether from universities, colleges, academies, normal schools, or "common" (public) schools, educators active in NEA saw one another as fellow educators and colleagues. There was no separation of K-12 and higher education. Higher education leadership worked together with the leadership of the public schools, including such renowned figures as Horace Mann.

NEA Creates a Department of Higher Education

In 1872 a Department of Higher Education was created within the NEA, along with a separate Department of Normal Schools. For the next 50 years the Department of Higher Education served as the

focal point for higher education concerns and activities.

Issues that concerned higher education in these years were studied and debated at the annual meetings of the Department of Higher Education. Among those issues: the question of college entrance requirements, the elective system, the classical curriculum, the place of scientific and technical education in the university curriculum, the role of the university in professional training, the nature of liberal education, the role of research in the university, the relationship of higher education to teacher preparation.

Some of the major issues that concerned the NEA during this period were the expansion of the normal school system (the teacher training institutions which became the state teachers' colleges), the creation of the land grant colleges and universities under the Morrill Act of 1862, and the establishment of the Office of Education in 1876.

One particular issue that deeply concerned NEA and its Department of Higher Education from 1872 to 1918 was the effort to establish a National University "devoted to true university work, providing higher instruction in all departments of higher learning."

The idea of a National University was first proposed to Congress by President George Washington. NEA adopted the project in 1872 and for the next 50 years NEA leaders devoted much of their energies to this effort. Even though congressional bills were repeatedly introduced—from 1872 forward—the National University was never established. After World War I, the effort was not revived, but the idea continued to be discussed at NEA meetings until 1937.

Higher Education Membership Wanes But Leadership Remains

The next 20 years—from the first to the second world wars—saw a decline in the relative numbers of higher education faculty within the NEA.

The 1920s and 1930s, overall, constituted a period of considerable growth in NEA membership. Large numbers of public school teachers joined the organization, but there was no commensurate growth in NEA's higher education membership. During this time also, a number of other associations emerged to compete for the time and allegiance of higher education faculty and administrators.

By 1920, new associations included the Association of American Universities (1900), the Association of American Colleges (1915), the American Association of University Professors (1916), the American

Council on Education (1918), and the American Association of Junior Colleges (1920). As a result, the participation of higher education faculty and administrators in the National Education Association diminished. The NEA began emphasizing the recruitment of public school teachers during the inter-war years.

The Department of Higher Education—as it had been in the past—no longer met. Individual higher education members nevertheless continued to play prominent roles within NEA. For example, the NEA executive secretary from 1917 to 1934 was James W. Crabtree of the State Teachers' College at River Falls, Wisconsin. Crabtree established the permanent headquarters for NEA in Washington, D.C.

Among the higher education faculty members who were active in the NEA during this period were six NEA presidents, including Frederick C. Hunter (University of Denver, University of Oregon) and Henry Lester Smith (Indiana University).

Other active higher education members included Guy Stanton Ford (University of Minnesota), who was chairman of the Higher Education Department from 1920-22; Harlan Updegraff (Northwestern University, University of Pennsylvania), who was the first chairman of the NEA's Committee of 100 on the Problem of Tenure[2] from 1922-23; George Strayer (Columbia University) and Lotus D. Coffman (University of Minnesota), who served as the first chairman and the first secretary of the NEA Legislative Commission, created in 1918 to lobby the United States Congress on behalf of education; Charles A. Beard (Columbia University); Felix Adler (Columbia University); and John Dewey (Columbia University). Dewey was elected honorary life president of NEA in 1932.

Academic Freedom Defined

No one played a more important role in NEA during the 1920s and 1930s than Fred Hunter. As chairman of the Committee of 100 after 1924, Hunter worked tirelessly to develop NEA's capability to deal effectively with violations of academic freedom and the principles of tenure and due process—whether they occurred in public schools or institutions of higher education. Hunter spoke out repeatedly on the subject and virtually every NEA study, report, and statement of principles concerning academic freedom from 1920-1940 bears his imprint.

NEA established a Committee on Academic Freedom in 1935 to "investigate and report" on cases involving "the violation of the principle of academic freedom" and to "assist in every way" members

who were "deprived of their positions in violation of the principles of academic freedom." In the meantime, NEA sought to define the standards of academic freedom.

A preliminary resolution on the "Freedom of the Teacher" was adopted in 1928. This was replaced in 1936 with a resolution defining and defending the principle of "Academic Freedom," which was revised and expanded in 1969. Other resolutions condemning "Loyalty Oaths" (1938), affirming the "Fundamental Freedoms" of thought and expression and condemning book burning and purges (1956), and opposing the censorship of instructional materials, teaching techniques, and opinions (1968, 1971, and 1975) were subsequently added.

Among the NEA's most dramatic achievements in this area was the repeal in 1937 of the "Little Red Rider," a resolution adopted by Congress in 1935 forbidding the payment of a salary to any employee in the District of Columbia who "taught or advocated communism." All teachers were required to take an oath that they were not Communists before receiving their pay checks.

Higher Education Reborn

The 25 years following 1940 saw a considerable revival of higher education activity within the NEA. In 1942 the Higher Education Department began to function once again, changing its name to the American Association of Higher Education (AAHE) in 1952.

During this period, four of NEA's Presidents came from institutions of higher education, including Lyman V. Ginger (University of Kentucky, NEA President from 1957-58) and Lois Edinger (University of North Carolina, NEA President from 1964-65).

One of the most illustrious university figures to participate in the NEA at this time was James D. Conant of Harvard, the chairman of the National Defense Research Commission during World War II, U.S. High Commissioner for Germany during the post war occupation, and later Ambassador to West Germany.

Dr. Conant served on the NEA's Educational Policies Commission for 16 years, becoming its chairman in 1950. Other active higher education members included Russell Cooper and Horace T. Morse of the University of Minnesota, Paul Bulger of Columbia University, Samuel M. Brownell of Yale, Lewis B. Mayhew of Stanford, H.B. Wells of Indiana University, Edward Kidder Graham of the University of North Carolina, B. Leland Medsker of the University of California at Berkeley, S.K. Fretwell of CUNY, Ernest O. Melby of Northwestern University, New York University and the

University of Montana, C. Addison Hickman of Southern Illinois State University, and John Terry of Central Washington State University.

The early 1940s saw the long hard work of Fred Hunter and other NEA activists realized in the area of tenure, academic freedom, and due process. In 1941, the Association created the NEA Defense Commission, later renamed the DuShane Fund for the Defense to Teacher Rights in 1947. The first head of the Defense Commission was Alonzo Myers of New York University. By the time he retired seven years later, the legal defense of faculty rights had become one of the NEA's most essential services. Myers was succeeded as chairman in 1948 by Ernest O. Melby of the University of Montana.

During this period, the NEA Legislative Commission worked for the passage of such legislation as the GI Bill of Rights (1944), the Fulbright Act (1946), and the National Defense Education Act (1958).

NEA also became deeply involved at this time in programs related to teacher preparation and the improvement of teacher training programs. The National Commission on Teacher Education and Professional Standards (TEPS) was created in 1946, and the National Council for the Accreditation of Teacher Education (NCATE) in 1952. TEPS became the focal point for the involvement of college of education faculty in NEA.

Collective Bargaining

The recent years of NEA involvement in higher education have seen an enormous increase in higher education membership, as the movement for collective bargaining spread from the public schools to the community colleges and then to four-year colleges and universities.

In the early 1960s, NEA responded to the growing unrest over salaries and other conditions of employment among public school teachers, especially in the urban centers of the east and middle west. The NEA began to re-examine its role by determining how best to meet membership needs. In 1962, a task force was appointed to study the problem.

The members of this task force included George Schultz of the University of Chicago and later Secretary of the Treasury, John Dunlop of Harvard University and later Secretary of Labor, Charles Rhemus of the University of Michigan, and Walter Oberer of Cornell University.

Task force deliberations resulted in the recommendation that NEA become the collective bargaining agent for those of its members who wished to bargain collectively. This was the beginning of NEA's involvement in collective bargaining—a dramatic policy change that was encouraged by a committee of university dons.

In 1967 another task force was charged with examining NEA's higher education activities and recommending new policies and programs. This task force included Charles Rhemus (University of Michigan), Walter Oberer (Cornell University), Arnold Weber (University of Chicago), Derek Bok (Harvard Law School and subsequent President of Harvard University), C. Addison Hickman (Southern Illinois University), and J. Livingston (California Junior College System).

One monograph, entitled "Faculty Participation in Academic Governance," resulted from both task force efforts. The monograph called for an enlargement of the faculty role in the academic decision-making process through increased faculty participation in internal governance mechanisms, but did not endorse collective bargaining for institutions of higher education.

At the same time, a number of community college faculties in Michigan were taking events into their own hands. Beginning in 1966 and 1967, NEA affiliates at Washtenaw and Jackson Community Colleges negotiated collective bargaining agreements. Other two-year colleges in Michigan, Wisconsin, New York, and Massachusetts soon followed suit. In 1969, an NEA affiliate at Central Michigan University negotiated the first collective bargaining agreement in a four-year institution.

The National Faculty Association of Community and Junior Colleges (NFACJC) was established by NEA in 1967. In 1968, a study was undertaken to determine the feasibility of organizing four-year colleges and universities. The results of the study led to a commitment of NEA staff and resources to organize higher education faculties at all levels for the purpose of collective bargaining.

The NEA proposed that the American Association of Higher Education undertake this task among the faculties of four-year institutions. The AAHE's leadership rejected the proposal and indicated their opposition to collective bargaining. The NEA then established the National Society of Professors (NSP) to organize college and university faculties.

The AAHE severed its ties with NEA and became an independent association in 1971. The American Association of School Administrators and the Associations of High School and Elementary School Principals also became independent organizations at this time.

The National Faculty Association of Community Junior Colleges and National Society of Professors eventually merged to form the NEA National Council for Higher Education in 1974.

Teachers Take Control

The late 1960s and early 1970s witnessed the most profound change in NEA's history. The public school, college, and university administrators who had managed the affairs of the Association for over 100 years relinquished their control to classroom teachers and faculty members.

From the 1920s to the 1960s public school administrators had recruited teachers throughout the United States into NEA. By the end of the 1960s the teachers were in control of the organization. Community college, four-year college, and university faculty members participated actively in this palace revolution.

For over 100 years NEA had been essentially a professional society. In a single decade it became one of the largest and most powerful unions in the United States. By 1990, NEA had also developed one of the most effective legislative and political action programs in the country. All of this was achieved while expanding its professional development and instructional improvement programs. For example, a National Foundation for the Improvement of Education was created in 1969. Today, the National Education Association is both a union of professionals and a professional association.

NEA and Higher Education Today

The success of this revolution in the nature and functions of the organization was built upon an enormous expansion of membership. By 1991, NEA's overall membership had grown to over 2 million—higher education growth was equally dramatic.

Most newly recruited faculty members join NEA because of the Association's expertise, resources, and professional assistance in collective bargaining. NEA's legal services and legislative influence both at the national and—through state affiliates—at the state levels also attract many new faculty to NEA. What is of common concern to all NEA higher education members are faculty rights and welfare, an interest in federal and state legislation, and a need for the mutual support of NEA's more than 2 million fellow members.

NEA higher education members come from all areas of the United States—Hawaii and California to Minnesota, Michigan,

Massachusetts and Maine. NEA higher education members come from all types of institutions—two-year colleges, four-year colleges, and graduate universities, both public and private. NEA higher education members come from every academic discipline—departments of English, history, and political science as well as business administration, engineering, and law.

The predominance of college of education faculty—an NEA characteristic of the 1950s and early 1960s—has been replaced by a broad-based higher education membership representing all academic disciplines.

By 1991, the NEA had become again the kind of comprehensive organization of educators it had sought to be from its inception in 1857. Nothing better describes this goal than a resolution adopted by the NEA convention in 1873. The language sounds somewhat archaic today, but its purpose remains unchanged over 100 years later:

"Resolved: That the interests of education whether university, academy, normal school or common school, are one and inseparable; that all should have and show hearty sympathy with all other co-laborers in this general work, joining heart and hand towards the improvement and greater efficiency of schools of every grade, for the benefit of the individual and the safety of the state."

Donald J. Keck is an NEA organizational specialist in the Midwest Regional Office. Keck was NEA's first higher education organizer and has been with the NEA for 23 years.

Notes

[1]Ella Flagg Young was the first woman to become president of the National Education Association.

[2]The Committee of 100 on the Problem of Tenure was later known as the Committee on Tenure and Academic Freedom.

Higher Education Reform: NEA Policy Statements

The 1980s have been a time of higher education reform ferment. In 1986, the NEA Executive Committee endorsed the report of an advisory group on reform in higher education. The group reviewed basic NEA policies in light of questions and concerns raised by the reform movement.

These policy statements are considered an elaboration of existing NEA policy resolutions as adopted by the NEA Representative Assembly over the years.

The NEA Standing Committee on Higher Education has also issued a report on part-time, temporary, and nontenure track faculty appointments. NEA is also publishing a series of detailed studies and handbooks on several of these and related issues for use on the state and local levels in public relations, political action, and institutional policymaking.

In 1989 the NEA Executive Committee adopted the statement on "Community College Governance." The statement is considered an elaboration of the "Faculty Governance" statement.

The statements are offered to the academic community for discussion. All members are encouraged to send their comments to the NEA Office of Higher Education, 1201 16th Street, N.W., Washington D.C. 20036.

1. Academic and Intellectual Freedom and Tenure in Higher Education

The National Education Association affirms that academic and intellectual freedom in institutions of higher education are best protected and promoted by tenure, academic due process, and faculty self-governance. Such protection is enhanced by including—where possible—these items in a collectively bargained contract enforced by binding arbitration.

NEA is concerned that certain invidious patterns of hiring and retaining academic faculty are undermining tenure. Examples of these patterns and practices include: the widespread and excessive use of part-time faculty, misuse of temporary contracts, renewable term ("rolling") contracts, excessive probationary periods, tenure quotas, and post-tenure review procedures. All of these practices threaten the job security vital to academic and intellectual freedom.

NEA is especially concerned that these practices are often the result, directly or indirectly, of improper governmental intervention. NEA believes that the studies associated with the current attempts to reform higher education, especially at the state level, are to often insensitive to academic and intellectual freedom and tenure. According to the U.S. Supreme Court, academic freedom in institutions of higher education is essential to preserving American democracy. NEA considers intellectual freedom also as a basic right of all citizens, teachers included. In the terms of the 1940 "Statement on Principles of Academic Freedom and Tenure" (endorsed by more than 100 professional and scholarly associations, including the NEA's higher education department in 1950, reaffirmed in 1985):

> Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition.
>
> Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher and of the student in freedom in learning.

Academic freedom also includes the rights of scholars to publish freely the results of their research, to participate in the governance of the institution, advance in their profession without fear of discrimination and, when necessary, to criticize administrators, trustees, and other public officials without recrimination. College and university faculty and staff should have rights identical to other citizens, including the right to assist colleagues whose academic freedom and professional rights have been violated.

Tenure, academic due process, and faculty self-governance promote stability, continuity, and a scholarly environment on campus. These conditions are critical to protecting academic and

intellectual freedom, and to enhancing higher education's ability to recruit into teaching individuals who might choose a more profitable career elsewhere.

Tenured status is usually earned after a probationary period not to exceed seven years. Practices vary, but most faculty members are awarded tenure only after a rigorous peer evaluation of their teaching, research, and service on specific criteria properly adopted by their programs or department, and general criteria adopted by the faculty of the institution. During the probationary period, untenured faculty members should enjoy the same degree of academic and intellectual freedom as their tenured colleagues, and be made aware of the specific and general criteria to be applied to their evaluation for promotion and tenure. In this system, any attempt to legislate tenure criteria for an entire state would be inappropriate and counterproductive.

Tenure may be defined as the expectation of continuing, indefinite, or permanent appointment in the institution. The courts generally recognize tenure as a right of property, that under the Fourteenth Amendment cannot be alienated from a teacher except by academic due process appropriate to the institution. The courts generally recognize tenure as a right of property, that under the Fourteenth Amendment cannot be alienated from a teacher except by academic due process appropriate to the institution and for just cause. Academic due process is usually a part of a system of faculty self-governance and evaluation that has been established by faculty by-laws, constitutions, and collective bargaining contracts. The courts have generally accepted a judicial form of due process similar in most respects to legal proceedings before a court of law. In such a proceeding the burden is clearly on the administration to prove beyond reasonable doubt that a tenured faculty member should be dismissed or suffer serious sanction for incompetency or other just cause.

Tenure and academic due process—when accompanied by a proper system of faculty self-governance—protect the rights of all faculty members, tenured or untenured. Tenure does not necessarily impose a strict seniority system on a college or university to be followed if financial exigency requires a reduction in the size of the faculty and academic staff, unless the faculty and administration agree to such a system. The tenure system should accommodate affirmative action goals along with the need for academic integrity of programs and departments. Academic appeals and grievance procedures should exist to eliminate capricious and arbitrary decisions, as faculty members exercise the right to challenge tenure and promo-

tion decisions allegedly based on discrimination.

Today, NEA finds that the excessive use of part-time faculty members undermines academic and intellectual freedom, tenure, and educational quality. These faculty members are obliged frequently to work for substandard compensation, without job security or recourse to grievance procedures, under conditions that often place at risk the value of the education being provided to their students. NEA reaffirms its previous resolution (F-18) "Misuse of Part-time Faculty," while linking this problem to other problems that confront higher education.

NEA also views the excessive use of academic appointments on temporary, nontenure track, and/or multiple long-term contracts as undermining academic and intellectual freedom, tenure, and the quality of our educational institutions. Teachers and scholars who are subjected to lengthy or continuous probationary status are less likely ever to exercise freely their rights as citizens and as teachers.

NEA also sees tenure quotas (arbitrary limits on the percentage of tenured faculty) as having a negative effect on the academic environment of an institution. Tenure quotas, disguised as higher standards for earning tenure, tend to have a debilitating effect on the entire faculty. NEA supports all proper efforts for an institution to seek and maintain academic excellence, but it decries negative decisions on tenure motivated primarily by a desire to retain budgetary "flexibility." Such policies damage the morale of the continuing faculty as surely as they destroy the ideals and aspirations of their victims.

Academic excellence and rejuvenation of the faculty may be enhanced by a variety of means without weakening the tenure system. Faculty development plans designed to encourage professional growth should be encouraged. Institutions may develop, with appropriate faculty participation, early retirement plans. Institutions may implement programs to retrain faculty members to teach in other areas or to fulfill other important roles at their institutions. These options should be implemented only through joint action between the appropriate representative of the faculty, and the governing board.

NEA encourages faculties, administrators, students, and governing boards to work within the current tenure system when confronting the challenges, opportunities, and adversities of this and future decades. To do so will require leadership and creativity throughout all postsecondary educational institutions, by all concerned.

2. Access, Remediation, and Retention in Higher Education

NEA believes that all Americans have a basic right to access to free public education from preschool through graduate school. NEA underscores that "the priceless heritage of free public educational opportunities for every American must be preserved and strengthened." (Resolution A-2, 69, 89) NEA calls for "access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay." (Resolution B-6, 80, 86)

Public expenditures for education must be considered an investment in the future of this nation. There is not justification for excluding minorities and the disadvantaged from the mainstream of American education. This nation is witnessing the growth of an underclass, trapped in poverty and ignorance, a development contrary to the spirit and soul of democracy. Reversing this growth will require affirmative and aggressive social and educational programs designed to identify and motivate the "at-risk" student and provide them with access and support programs.

To guarantee access to the maximum number of students who could benefit from collegiate instruction and to increase the chances of their fulfilling their academic potential at the collegiate level, NEA adopts the following policies and programs:

1. Partnerships and coordination between K-12 and higher education faculties should be encouraged to facilitate the successful transition of students from the secondary to the collegiate level. Examples of such partnerships should include the development of special programs for "at-risk" students, coordination of curricula, early identification and assessment of students with remedial needs.

2. Educational goals and remediation programs at all higher education institutions should be developed, implemented, and evaluated by appropriate teaching personnel. Remediation should occur in institutions where the problem exists.

3. Adequate and appropriate programs should be provided to insure that all students have an opportunity to acquire the skills necessary to gain admission and succeed in all postsecondary education programs.

4. Remediation programs should enjoy full-funding at the postsecondary level but not be accorded degree-credit status.

5. Remediation programs in higher education should be staffed by regular, full-time faculty, with the appropriate expertise in

remediation and developmental education, who participate fully in institutional governance and enjoy basic benefits accorded to all other faculty members.

6. To emphasize these principles, several points from the statement on "Student Assessment Programs" (p. 143) are repeated herein:

a. Remedial programs should be provided to meet deficiencies identified through assessment programs.

b. NEA supports assessment programs only if they are accompanied by adequate funding for remedial programs.

c. Assessment programs should include methods for linking the remediation of individual students to their completion of degree, certificate, or other appropriate course of study.

d. Assessment programs should be flexible enough to accommodate economic, cultural, and linguistic diversity among students in all institutions of higher education.

7. To increase retention rates, remediation programs in higher education should include adequate academic counseling and other support programs that increase a sense of belonging at the institution for the "at-risk" student.

3. Accreditation in Higher Education

NEA finds it distressing that the various national reports on the state of higher education virtually overlooked the role of accreditation. NEA believes that the accreditation process can be extremely useful in maintaining the integrity of American higher education. NEA, therefore, adopts the following policies and programs:

1. NEA supports regional, state, national, and discipline accrediting bodies that recognize and promote substantial participation of faculty in the entire accrediting process, for example, National Council for Accreditation of Teacher Education.

2. NEA believes that, to protect institutional diversity and autonomy, accrediting agencies should not become a means for imposing standardized curricula, assessment models, or pedagogical methods on higher education institutions.

3. NEA believes that accreditation should be a process whereby programs, facilities, faculty, and administrators are reviewed for the purpose of supporting the learning opportunities of students.

Furthermore, NEA proposes that studies of the accrediting process give special attention to the following issues:

a. student access

b. remediation and retention programs

c. student living conditions
d. class size
e. faculty-student ratio
f. student advisory systems
g. growing dependence on nontenure, part-time faculty
h. status of affirmative action in hiring of faculty and staff
i. faculty compensation and benefits, including pay equity
j. faculty development programs
k. adequate resources for research
l. working conditions for faculty and staff
m. library staff and holdings
n. ratio of administrators to faculty, including action administrators
o. curriculum diversity

4. Curriculum Reform

NEA believes that current efforts at curriculum reform, which involve changes in the shape and nature of the baccalaureate degree, must incorporate standards of excellence and new skills, knowledge, and understanding to help prepare students for the future. No effort at reform can succeed without adequate support for the faculty who have primary responsibility for the curriculum, nor can it succeed unless it addresses the needs of a diverse student population.

In the past two years, more than 80 percent of American colleges have engaged or are engaging in some form of curriculum revision. In the debate over undergraduate education, conflicting goals have emerged. Some goals, including mastery of basic skills, active participation in the learning process, in-depth study, critical thinking, understanding of a discipline's characteristic methods, and a coherent course of study, are consistent with NEA principles. Other goals that are masked in a concern for traditional academic values are in opposition to basic NEA principles of faculty control, equal access to quality education for all students, and multicultural understanding.

Many recent official discussions of the curriculum date its decline to the educational ferment of the late 1960s and 1970s, that is, to the moment when women, Afro-American, Native Americans, and others began to analyze the limitations of the traditional curriculum and to demand the incorporation of their perspectives and experience into the dominant version of knowledge. Any effort at curriculum reform now must accept the positive results of that

ferment—a reinvigoration of scholarship and an opening up of the academy to new kinds of students whose realities forced a new comprehension of the arts and sciences. Tradition—a common body of intellectual reference—must be balanced by innovation.

Given these considerations, NEA endorses and recommends the following policies and procedures:

1. Curricula must express the goals and mission of individual institutions, and address the needs of students and the particular strengths of faculty.
2. In designing the college's curriculum the faculty should take the responsibility to ensure that it is suited to the needs of a multiethnic, multicultural society.
3. Periodic review of the curriculum should take place within institutions under the guidance of faculty representing various disciplines after consultation with students, staff, and administration.
4. Teaching and development of undergraduate curriculum are major parts of the faculty's role. Those faculty involved should be adequately rewarded for these activities.
5. General education courses, which are part of the core curriculum, must not be relegated to exploited junior and/or part-time faculty, or to graduate assistants.
6. Major curriculum revisions at colleges and universities should involve consultation with faculty members at other educational institutions affected by the changes.
7. Any undergraduate curriculum should be flexible enough to allow access for different kinds of students (adult learners, student who must work, part-time students, transfers, and other nontraditional students.)

5. Evaluation of Faculty (proposed statement)

As members of collective bodies and as part of their professional responsibilities, faculty members are often called upon to make formal recommendations on the status of their colleagues in respect to:

1. Initial appointment to the faculty.
2. Reappointment during the untenured or probationary period.
3. Promotion in professorial and salary rank.
4. The award of a tenured or permanent appointment at the institution.

Procedures involving the evaluation of faculty are established and maintained through faculty governance processes, especially

through collective bargaining.

Procedures involving the evaluation of faculty are established and maintained through faculty governance processes, especially through collective bargaining.

Faculty bodies also establish and implement procedures for awarding sabbaticals, research support, and other awards and perquisites. Traditionally, procedures for evaluating the teaching, research, writing, and service of faculty members involve other faculty both within and outside of the institution with appropriate expertise in the discipline. Colleagues, administrators, students, and other appropriate groups constantly evaluate faculty members in numerous ways during their careers. Faculty evaluation systems are designed to encourage faculty members to improve the quality of their teaching, research, and service by suggestions and recommendations based on qualified, expert advice.

Recent attempts to impose periodic post-tenure review systems at some institutions are thinly veiled attempts to undermine the tenure and due process system. Any system that tends to switch the burden back to tenured faculty members to demonstrate their worthiness should be treated as the first step in undermining their tenure. Faculty development programs are designed to assist faculty members to remedy bona fide deficiencies by providing ways and means to improve their methods, update their knowledge, and replenish their enthusiasm.

Recommendations on the status of colleagues made by faculty bodies, while normally accepted by the administration, are the responsibility of the administration as to the adequacy of the consideration, the propriety and fairness of the procedures, and the ultimate decision emerging from the process. Appeals against decisions arising from these procedures are lodged, therefore, against the administration and not against the faculty body making the recommendation. At some institutions these latter procedures have been replaced in whole or part, and/or are subject to review, by a contractual grievance and arbitration system negotiated by elected representatives of the faculty.

6. Faculty Governance

NEA is alarmed by the serious decline in faculty participation in governance at most institutions over the past decade. Because NEA finds a direct correlation between academic quality and institutional morale, and the degree to which faculty participate in the govern-

ance of their institutions, this decline must be reversed if American colleges and universities are to retain their primacy in the world of education.

As set forth in the *1966 Statement on Government of Colleges and Universities*, faculty members in higher education should have primary responsibility to:

1. Determine the curriculum, subject matter, methods of instruction, and other academic standards and processes.

2. Establish the requirements for earning degrees and certificates, and authorize the administration and governing board to grant same.

3. Exercise, where the faculty deems it appropriate, primary responsibility for determining the status of colleagues, especially appointment, reappointment, and tenure.

4. Establish procedures for awarding promotions, sabbaticals, research support, and other rewards or perquisites.

The administration and the governing board of the colleges and universities should accept the faculty's recommendations in these areas, except in rare cases and for compelling reasons stated in writing. The faculty should have the right to appeal a decision it considers flawed by improper reasons or procedure. (See NEA's statement on "Academic and Intellectual Freedom and Tenure" pp. 127-130.)

NEA recognizes that in this capacity faculty bodies are essentially making collective recommendations to the administration and governing board on academic standards and policy, and on faculty status matters. Such collective responsibility is a regular part of a faculty member's professional duties and should not be construed to constitute managerial or supervisory status, contrary to the U.S. Supreme Court's decision in the *Yeshiva* case (1980).

Through governance procedures, including collective bargaining, faculty members and academic staff should also participate in:

1. Determining policies and procedures governing salary structure, pay increases, and fringe benefit programs.

2. Selecting and evaluating administrators.

3. Reviewing the institution's budget; making recommendations on financial issues with implications for the academic program, in the short- and long-term.

NEA recognizes that faculty and staff participation in institutional government may take many forms. Although certain similarities among colleges exist, there is no one type of governance system appropriate for all. The form of governance adopted should reflect substantially, however, the desires of the faculty and academic staff

as conditioned by state statute. A decision to adopt collective bargaining as a primary or additional method of participating in institutional governance should not be considered a diminution of academic quality or the status of the institution.

NEA affirms that institutional governance is a joint effort among several parties: faculty, academic staff, administrators, and the governing board. This relationship should be based on collegiality and mutual respect. It is understood that collective bargaining is a form of legally mandated collegiality that ensures the integrity of the joint effort.

State and federal government and external agencies should refrain from intervening in the internal governance of institutions of higher education when they are functioning in accordance with state and federal law. Government should recognize that conserving the autonomy of these institutions is essential to protecting academic freedom, the advance of knowledge, and the pursuit of truth.

7. Graduate and Professional Education

NEA believes that our national well-being is dependent upon the expansion of the highest quality research and teaching in our professional and graduate schools and the recruiting and training of scientists, doctors, teachers, engineers, and other professionals. NEA is extremely concerned that the present decline in federal, state, and institutional support for graduate and professional training will have long-term negative consequences for our global position in education and technology.

High-level education for our nation's best minds has a practical and ongoing benefit not only for our country, but for the world. Highly trained scientists and scholars have contributed in untold ways to our economic and social well-being. Breakthroughs in our universities have led to improved health care and a better life for millions. In addition, access to high-level graduate training for many thousands of American students has been instrumental in fueling and maintaining our nation's economic growth and our international competitiveness for several decades.

Currently, graduate and professional education is in trouble:

1. The increased cost of graduate education and the erosion of financial aid means fewer and fewer students are willing or able to undertake it. In particular, minority and economically disadvantaged students are denied access to the professions.

2. Graduate and professional programs, especially in the sciences and engineering, have been unable to attract and retain

women and minority students and faculty.

3. Lack of funding at the institutional, state, and federal levels means that programs do not have laboratory equipment, library holdings or other resources adequate to support high quality programs.

4. Decisions affecting graduate and professional programs are not made by academic personnel as part of a rational planning process. As a result, programs are academically limited, or are distorted by the inappropriate intervention of political or funding agencies.

To ensure excellence in our graduate and professional schools, NEA will pursue the following policies and goals:

1. That economic status should never be a bar to the acquisition of graduate or professional education. The entire public educational system should eventually be free of cost the student. As an interim measure, NEA will support the development and funding of grant and loan programs to guarantee access to all qualified students, particularly women and minorities.

2. That there should be adequate support to upgrade research laboratories and libraries at graduate and professional schools.

3. That adequate enrichment programs for faculty development be provided.

4. That the federal government provide primary support for graduate and professional education.

5. The cooperative programs between graduate and professional schools and the private sector for financial support and cooperative research be encouraged. These programs should be controlled by the faculty to ensure consistency with the goals and missions of the appropriate department.

6. That adequate public support be provided for the continuing assessment of conditions of graduate and professional training, especially in the areas of teacher training.

8. Professional Compensation and the Finances of Higher Education

NEA insists that compensation levels in institutions of higher education, as for K-12 faculty, be sufficient to attract outstanding individuals into teaching, scholarship, research, and service.

NEA is alarmed by the fact that between 1971 and 1985 the salaries of higher education faculty fell by 17 percent compared to those of other similar professionals, and that this decline has had an

adverse and severe impact on the morale of faculty members across the country.

Institutions of higher education, like school districts, compete with the government and private sector for outstanding college graduates and holders of advanced degrees. Several states have made serious efforts to remedy this crisis in compensation, but many other states have been unwilling or unable to begin restoring faculty compensation to competitive levels. Some of these states are currently suffering the loss of outstanding teachers and scholars to private institutions, other states, and business and industry.

NEA is also aware of growing salary differentials among faculty members in various academic disciplines, especially at the four-year college and university levels. Competition for faculty in mathematics, engineering, law, and computer science is especially acute. Although NEA recognizes that each institution feels compelled to compete actively to fill vacant positions with the best possible candidates, it calls on these institutions to recognize that:

1. Clearly stated salary levels and structures, developed at some institutions through collective bargaining contracts, over the long-term will reduce tensions on campus, promote harmony, and improve morale among members of the academic community. These contracts afford stability, consistency, and a controlling influence on salary distribution, along with a mechanism for making adjustments when necessary and appropriate.

2. Faculty salaries in certain disciplines are being driven up by market factors and by shifts in student registrations. As in the past, these factors and student interests may change, leaving anomalies in the patterns of campus salary distribution. Therefore, adjustments in salary levels and structure because of these factors should be made with restraint and with concern for equity and the probability of external changes in the future.

3. Significant salary differential among disciplines and professional groups on a campus will have a negative effect on faculty morale and reduce the pressure for overall salary increases.

The Association also views with alarm data indicating that the salaries of women and minority faculty members continue to lag behind those of white males when all other factors are substantially similar, and that professional groups that are predominantly composed of women, such as librarians and teaching nurses, are underpaid when compared to similarly situated groups of males. NEA calls on the states and institutions to rectify these situations immediately.

NEA is also aware that in higher education, as in public schools,

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the number of personnel retiring is projected to increase dramatically during the next decade. This loss of personnel will be accompanied by a brief period of enrollment growth in the mid-1990s, thus increasing further the demand for new staff. As in K-12 education, NEA opposes stop-gate measures to fill these vacancies.

NEA especially decries the misuse and exploitation of part-time personnel and other false economies. Every effort should be made to fill higher education positions with full-time, professional appointees with the credentials and experience needed to sustain viable academic programs. Part-time staff may be appointed to give the institution an appropriate level of staffing flexibility, (i.e., to meet last-minute enrollment changes). Part-timers, however, should not be hired by institutions primarily to reduce the size of their regular, full-time faculty or support staff. Although such staffing patterns may reduce personnel costs, they may undercut professional salaries for full-time staff, and may place at risk the quality of academic programs.

NEA joins the Carnegie Commission in urging state legislatures and the federal government to continue to invest in education—at all levels—to maintain the economic and social growth of this nation. To a large extent education has produced and sustained this growth, a fact becoming more apparent each day as science and technology grow more essential to the ability of this nation to compete in the world market. Public funds expended for education, research, and services must be considered an investment in the economic future of this nation.

The gains made in funding higher education should not be undercut by reducing funding automatically and drastically because of real or projected enrollment declines. In fact, it will be necessary to increase expenditures in certain areas. For example, providing access and remediation for more disadvantaged students will require additional funding, as will the acquisition of the talent and equipment necessary to continue scientific and technological research. Undoubtedly, the recruitment of minorities to academic staff positions after graduate training will require funding supplements as their salaries are driven up by market factors. Furthermore, the current impetus for quality in all levels of education will require an increase in per student public expenditure on higher education, although the overall amount expended on higher education in this country may remain constant.

NEA endorses and will work for access to free public education from preschool through graduate school. Current tuition fees are too high and, at a minimum, should be decreased. Above all, tuition

increases should be avoided, since these only decrease enrollments, especially among those segments of the population less able to meet rising costs. Increases in tuition must be accompanied by increasing student aid grants, rather than by increasing the debts of students through loan programs. Increased appropriations at the state and federal levels will be absolutely necessary.

NEA calls on its state affiliates to work to implement these policies in order to ensure that education personnel at all levels and in all types of institutions be afforded levels of compensation befitting them, their role and purpose in our society. Adequate funding for higher education will require a renewed, long-term commitment on the part of state and federal government. Higher education must not be seen as a luxury, as something reserved for the elite in our society, but as the means by which most social, economic, scientific, technological, and even philosophical problems confronting our society may be resolved—now and in the future.

9. Research in Higher Education

Current reform reports on higher education quality have stressed the importance of teaching as a mission of higher education institutions. NEA recognizes and wishes to reaffirm the critical importance of teaching at the postsecondary level. NEA has sufficient policy statements in this area. But it is necessary for the Association to reaffirm the importance of research at institutions of higher education and to assure an adequate flow of research funds to postsecondary institutions through federal, state, and private sources.

NEA has identified a number of problems that need to be addressed:

1. The general decline in funding for higher education has been partially absorbed by deferring the maintenance or purchase of research equipment and failing to maintain first-rate research libraries.

2. A common complaint in institutions where publication is valued highly is that faculty assignments and support are not proportional to administrative expectations and rewards. In particular, job assignments often make little or no provision for research time, and teaching loads remain high even where research is a primary expectation. Likewise, many faculty who are expected to do research receive relatively little support in research funding, library and computer usage, travel funds, assistants, and released time.

3. There is a practice at research institutions to assert full or partial ownership of the products of research, including inventions, patents, royalties, and even copyrights without consultation with, and agreement of, the faculty member.

4. Increasing pressure for accountability and control from government and industrial sponsors, restrictions on funding sources, and public pressures about controversial research have generated growing threats to the academic freedom of researchers.

To contend with these concerns and to improve NEA's ability to organize in higher education institutions, NEA adopts the following statements as policy.

1. Academic research is of great and fundamental importance to our society. Research funding must be increased at all levels, but especially by the federal government and especially in such woefully underfunded areas as education, social sciences, the humanities, and the arts. Additional funding should be provided to assure adequate Dissemination of research findings, particularly in the area of pedagogy.

2. Academic freedom for researchers must be maintained. The development of human knowledge is of too great importance to make it subservient to the political interests of government or the economic interest of industry. Only the faculty collectively should impose appropriate guidelines and restrictions on military or morally sensitive research or on research in areas affecting public health and safety. Researchers have a moral responsibility to understand the political and social implications of their research. Classified research and the restriction of publication are generally antithetical to the very idea of academic freedom, and should be tolerated only under guidelines developed by the faculty.

3. Differential rewards for research are permissible only where the degree and procedures of such rewards are developed by the faculty collectively and where resources are allocated and teaching loads reduced in proportion to the research expected. Evaluation, tenure, promotion, and compensation should be consistent with the teaching, research, and service responsibilities assumed by the individual faculty members.

4. The products of research belong to the researcher. Where an institution contributes significantly to the cost of developing a commercially valuable product, guidelines should be developed by the faculty for compensating the institution for its costs.

10. Student Assessment Programs in Higher Education

NEA notes the recent interest in student assessment and "value-added" programs by various commissions studying higher education and the passage of state legislation requiring student assessment. The Association believes that student assessment programs, properly designed and administered, can be crucial tools for diagnosing student and institutional needs, improving instruction and counseling services, and long-range plans. NEA, therefore, adopts the following policies:

1. Any student assessment program should be institutionally designed rather than state designed.
2. The faculty should be responsible for the planning, designing, and implementing of any assessment program within their institution.
3. The implementation of assessment programs should be in accordance with collective bargaining contracts where such contracts exist.
4. Remedial programs should be provided to meet deficiencies identified through assessment programs.
5. NEA supports assessment programs only if they are accompanied by adequate funding for remedial programs.
6. Assessment programs should not be used to deny access to, or exclude students from, educational opportunities.
7. Assessment programs should provide tests appropriate for students with identified learning disabilities.
8. Assessment programs should be flexible enough to accommodate economic, cultural, and linguistic diversity among students in all institutions of higher education.
9. Assessment programs should not rely on any single test to deny students access to regular credit courses.
10. Assessment programs should include methods for linking the remediation of individual students to their completion of degree, certificate, or other appropriate course of study.
11. NEA does not support the use of student assessment programs for the purpose of evaluating faculty, academic programs, or institutions.

11. Vocational Education

NEA believes that postsecondary vocational education is a legitimate and equal component in the mission and function of

colleges and universities. Vocational education should be viewed as neither superior nor inferior to other educational functions.

During the past quarter century, higher education institutions, particularly community colleges, have developed and implemented extensive vocational education programs. Enrollment in these programs has constituted a significant portion of total student enrollment in community colleges. Enrollment in vocational education programs at four-year higher education institutions has also steadily increased. This growth in postsecondary vocational education, while serving an increasing need for specialized instruction in highly technical areas, has been accompanied by problems and abuses that threaten the integrity and quality of this type of education. NEA brings five of these problems to the attention of the academic community and suggests some remedies and policies:

1. *Education Goals.* In an era of rapid technological change, it is important that vocational education students develop general literacy and computational skills, as well as specific job skills. Students should be exposed to general education as well as vocational courses.

2. *Contract Education.* An increasing number of colleges have contracted out the instruction of vocational courses to private corporations and agencies. NEA believes that this practice should be curtailed and that all instruction should be controlled by the faculty of the college or university and that all vocational programs should be administered within the established governance procedures of the institutions.

3. *Faculty Qualifications.* NEA believes that the qualifications of vocational education faculty must be determined at the institutional level and that each institution should establish appropriate criteria for faculty positions, including minimum educational and practical experience. The minimum for all vocational education faculty should *normally* be the baccalaureate degree.

4. *Transfer Programs.* Vocational education programs are predominantly offered in community colleges. These programs are primarily designed as terminal programs leading to the associate degree, certification, or other vocational degree, for example, nursing, or x-ray technician. NEA believes that greater attention, however, must be given to establishing programs to facilitate transfer of vocational students from community or technical colleges into baccalaureate programs at the four-year level, if they decide to seek this option. Such programs would require more flexible curricula, greater coordination between two-year and four-year institutions, more general academic courses, and improved counsel-

ing for vocational students.

5. *Funding*. NEA believes that the quality of vocational education programs depends in part upon the ability of faculty and students to work with the most current technology in their field of study. Vocational education programs must be supported, therefore, by institutional investment in technical equipment. The purchase and maintenance of such equipment should not be limited by budgeting procedures dependent on enrollments.

Higher Education Reform: NEA Advisory Statements

In November 1986, the NEA Executive Committee endorsed these advisory statements on issues that have arisen from the current movement to reform higher education. Advisory statements are directed primarily at the NEA membership. These statements include proposals and recommendations for NEA actions.

1. Exploitation of Student Athletes

Consistent with New Business Item (1986-1) adopted by the 1986 Representative Assembly on the exploitation of student athletes, NEA will:

1. Consult with NEA higher education leaders and staff before corresponding "with all college and university presidents, the National Collegiate Athletes Association and National Association of Intercollegiate Athletes and the public at large ..." on the issue of the exploitation of student athletes.

2. Take note, in dealing with the exploitation of student athletes, of the statements on "Student Assessment Programs in Higher Education" (p. 143), and "Access, Remediation, and Retention in Higher Education" (pp. 131-132), as well as its proposal to continue and expand NEA programs on School-College Partnerships.

3. Use NEA publications to encourage faculty members to take cognizance of the problems of student athletes and involve themselves in efforts to resolve these problems at their institutions and throughout the academic community.

2. Proposal to Continue and Expand NEA Programs and School-College Partnerships

In the current national discussion on reform and excellence in American higher education, many reports and meetings on the state

of American higher education begin with a discussion of the K–12 educational experience. NEA is a K–G organization and will respond to the current debate on educational reform and excellence from a K–G perspective.

Several years ago, NEA President Mary Hatwood Futrell pledged to the National Association for Equal Opportunity in Higher Education (NAFEO) "support of the NEA for programs of collaboration between NAFEO members institutions and public schools." NEA supports the notion of "collaboration between public schools and colleges as required to identify disadvantaged students at an early age and to provide constantly for the help they require as they move from school to college."

Therefore, NEA will resume the IPD activity 1.44 entitled "Strengthening the School and College Relationship." These partnerships are ideal, positive vehicles for increasing the visibility of NEA and its state affiliates in educational reform from a K–G perspective, while affirming that reestablishment of this program should not preclude other appropriate NEA activity in this area.

3. Teacher Education Reform

The reform of teacher education is a K–G issue and is an integral part of the general issue of reform in higher education. Reform should involve representatives of faculties of colleges of education, other higher education faculty members, K–12 practitioners, and representatives of other constituencies in the Association.

NEA will:

1. Recast or rewrite the substance of the 1982 NEA Action Plan (*Excellence in Our Schools. Teacher Education: An Action Plan*) as a document similar in format to the Holmes and Carnegie reports so that it will be more useful for public distribution and discussion. This revision should be developed by NEA K–12 practitioners, teacher educators, other higher education faculty members, and representatives of other sectors of the educational community. It should explain why professional teacher preparation is essential at the undergraduate level. It should strengthen the Action Plan's emphasis on the preparation of teachers as full, active, and important participants in decisionmaking in the nation's schools.

2. Continue to advocate and develop programs that bring together K–12 and higher education personnel (practitioners, teacher educators, and arts and sciences faculty members) in joint projects promoting understanding of the respective mission and

goals of each, which may include coordination of curriculum and ways to lower attrition rates at all levels of education. Examples of such collaboration are:

a. The establishment of teacher education advisory councils at each higher education institution involved in teacher preparation that would include K–12 classroom teachers, teacher educators, and faculty members from other disciplines;

b. The creation of seminars and workshops for cooperating teachers and teacher educators concerning their respective roles and functions in working with student teachers;

c. The formation of joint committees of K–12 and college teachers from various disciplines to work on coordinating the K–G curriculum, coordinating the selection of texts and classroom materials in an effort to eliminate unnecessary repetition and enhance the learning experience.

3. Increase its public efforts, including greater use of the media, to help attract and recruit, even at the high school level, the best students into teaching. The Association will appeal to their idealism, while continuing its efforts to raise entry-level teacher salaries to competitive levels, which is the greatest single way to attract qualified students into teaching.

Furthermore, NEA will promote other ways of encouraging students to consider teaching as a career, such as reinstituting federal and creating state student loan programs with forgiveness provisions for teaching experience, and scholarships to talented students with financial needs. These programs will be extremely valuable in attracting minority students into college and the profession.

4. Participate in the development of a voluntary national certification board. At the same time, NEA will continue to urge its state affiliates to work for stronger state-level certification/standards boards, and thereby resist efforts to place uncertified and unqualified teachers in classrooms as a way of contending with the projected shortage of teachers.

5. Continue to support NCATE and state program approval as a check and balance to national certification and state license procedures.

6. Promote the concept that the form, content, and length of teacher preparation programs should be decided at the institutional level with sufficient faculty involvement in decisionmaking and with appropriate participation by K–12 practitioners. Such programs should be flexible enough to attract students from a variety of backgrounds, and should also afford adequate career development

opportunities for those involved.

In conclusion, NEA will provide appropriate assistance to its state and local affiliates to contend with the potential impact of the teacher reform movement and the ensuing legislative initiatives. It advises that any group within the Association charged to work in this area be directed to develop or elaborate policies and strategies in the following areas:

a. The workload, terms, and conditions of employment of instructional faculty.

b. Recruitment of minority teachers at all levels of education (K–G).

c. Internal governance and collective bargaining procedures in periods of significant modification of academic program.

d. In-service and other forms of continuing education and career development for teachers.

e. National certification of teachers.

f. Higher standards within states for teacher training, certification, and licensure.

NEA Resolutions, Legislative Program

In addition to NEA's higher education policy and advisory statements, NEA positions in higher education are also established by Resolutions (expressions of the Association's goals), by the Legislative Program, and by New Business ("specific in nature and terminal in application") adopted by delegates to the annual NEA Representative Assembly. Delegates to the 1991 NEA Representative Assembly, held in Miami, Florida, approved the following actions that relate to higher education.

NEA Resolutions Related to Higher Education

Note: Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed.

A. General

Labor Movement Education (B-20)

The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools. The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

Higher Education (C-7)

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function

for intellectual development, for research and scholarship, for career preparation, and for preparation for life.

The Association supports access to collegiate programs for all qualified students without regard to age, sexual orientation, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 91)

Pay Equity/Comparable Worth (F-5)

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary. The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society. The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 91)

Salaries and Benefits (F-6)

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.... The Association believes that local affiliates can best promote the economic welfare for all education

employees, regardless of source of funding, by following the salary standards developed at the state and national levels.... The Association believes that performance pay schedules, such as merit pay, are inappropriate....

The Association believes that education employees should have access to comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents. The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave. The Association further believes that provisions should be made for retirees, their spouses. domestic partners, and/or dependents at their option to continue in the comprhensive health, dental, and vision care program of the school district, educational system, or institution. The Association believes that all benefits for spouses should be equally available for domestic partners. (69, 91)

Civil Rights (I-8)

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statues of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 91)

Equal Opportunity for Women (I-17)

The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities. The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied

or abridged by the United States or by any state because of gender.... The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, and gender.... The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 91)

The Right to Organize (I-36)

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured. (82, 89)

B. National Issues

Federal Financial Support for Education (A-9)

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all.... The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education....

The Association supports federal funding for postsecondary education, including—

- Programs of institutional, scholar, and student support
- Grants to support vital research functions
- Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means
- Support of historically Black colleges and developing institutions.... (83, 91)

Higher Education Research and Study Grants (B-2)

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such

grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies. The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums. The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

Evaluation and Promotion in Higher Education (B-3)

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted. The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

Funding of Higher Education (B-4)

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

Foreign Language Education (B-6)

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies at all educational levels. The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educa-

tional levels. The Association recognizes the need for teacher and student exchange programs. (81, 85)

Technology in the Educational Process (B-17)

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society. The Association believes that—

- Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.... (81, 90)

Access to Copyrighted Materials for Educational Use (F-40)

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching. The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

C. Campus Issues

Credit-Hour Evaluation (C-8)

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

Athletic Programs (C18)

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs. The Association urges that

athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

Multicultural/Global Education (C-24)

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they my develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth. Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others. The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

Vocational Education (C-25)

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements. The Association supports vocational and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses. (76, 91)

Misuse of Part-Time Faculty (F-18)

The National Education Association believes that part-time education employees should receive the same salary and benefits as full-time education employees prorated according to the workload. The Association deplores the practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions. Further, the Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment.(76, 91)

Sexual Harassment (I-19)

The National Education Association believes that sexual harassment is a form of sex discrimination or abuse. The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

- Establish strong policies defining and prohibiting sexual harassment
- Develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment
- Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88)

Personal Relationships in Higher Education (I-21)

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89)

The NEA Legislative Program for the 102nd Congress: Specific Provisions for Postsecondary Education

First Tier: NEA Priority Legislative Initiatives

I. Increased Federal Funding for Education

NEA supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges, for Native American and Tribal colleges, and for developing institutions.

II. Collective Bargaining

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, universities, and other postsecondary institutions. This statute should allow for the continued operation of state statutes that meet federally established minimum standards. The federal statute should, in addition, assure that employees will not be denied bargaining rights solely because they participate in a site-based decisionmaking program, a faculty senate or other system of collegial governance.

Second Tier: Current Priority Congressional Issues

Postsecondary Education

NEA supports—

- development of the nation's intellectual resources;
- federal programs, including provision of resources for instruction, research, and library materials, which enhance effectiveness of and advance excellence in two- and four-year postsecondary institutions;
- development and retention, through programs including scholarships and loan forgiveness, of future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions;

- federal programs to enhance educational programs and improve student performance in all curricular areas;
- promotion of research and the development of knowledge including access by students to advanced technological resources and teaching;
- preservation of institutional vitality;
- assurance of equality of educational opportunity;
- diversity in enrollments through programs that facilitate minority students' entrance into and completion of postsecondary education;
- strengthening student financial assistance such as Pell Grants;
- reduction in the student loan default rate without undue limitation on access to postsecondary education for any qualified student;
- assurance of equal treatment for two- and four-year institutions;
- assurance of the welfare, economic security, and professional development of all postsecondary members.

NEA opposes—

- restrictions that would weaken or limit current access to Pell Grants.

The Financial Crisis in Higher Education

In June 1991, faculty, staff, and students from the National Education Association, the American Federation of Teachers, and the American Association of University Professors joined forces to combat the continuing erosion of federal higher education funding.

The three organizations spent one day lobbying congressional lawmakers. Ten teams, consisting of three representatives—one from each organization—lobbied Congress on June 12 demanding an end to cuts in higher education funding. In addition to the lobbying efforts, the three organizations also developed a joint statement which is presented below.

Joint Statement: NEA/AAUP/AFT

Higher education is facing an unprecedented financial crisis. A decade of reduced federal support, combined with current severe state recessions, has put college and university budgets at risk. The massive and drastic cutbacks many state systems face this year will have consequences for a generation of Americans. Cuts to the higher education infrastructure also threaten states' future ability to rebound from the effects of an economic downturn that is only temporary.

In view of the severity of the situation, the three national organizations representing higher education faculty and staff have set aside their historical differences in an effort to combat further erosion of higher education.

The members and leadership of the National Education Association (NEA), the American Federation of Teachers (AFT), and the American Association of University Professors (AAUP) are cooperating to reverse the steady decline of quality in higher education and to assure equality of educational opportunity. More than 200,000 higher education employees, including faculty, academic professionals, support staff, and students are members of AFT, AAUP, and NEA.

Nationally, from 1980 to 1989, total federal postsecondary student aid declined by 3 percent in constant dollars (College Board). Even more startling is a just-released report from the Education Department's National Center for Education Statistics, which found that total federal spending for postsecondary education plummeted by 24.3 percent after inflation in the last decade. Middle-income families are increasingly hard-pressed to meet spiraling tuitions. According to College Board data, median family income increased by only 6.7 percent after inflation from 1980 to 1988, while 4-year public college costs went up 33.6 percent and private 4-year college costs increased by 44.7 percent above inflation for this same period. In 1978, in order to meet the needs of those middle-income families, the Middle Income Student Assistance Act, allowed families earning up to $25,000 to receive a Pell Grant. This income would correspond to almost $49,000 today in constant dollars.

In the states, the financial crisis is especially severe in the public sector. As the federal government reduced its financial commitment to higher education, the states assumed a larger share of the responsibility. Now the recession has states cutting budgets and raising tuitions. Students are being priced out of an education both by increasing tuitions and shrinking student aid. Institutions are shutting down programs and cutting back staff. These cuts mean more than just temporary cutbacks, delayed admissions, and delayed completion of degrees. America's students face an inexorable path to limited access and diminished quality unless action is taken to reverse these trends. The nation's productivity, the quality and array of its products and services, and our standard of living will continue to suffer if we fail to invest in education.

Nearly two-thirds of the states are coping with operating deficits that already have resulted in severe cutbacks in state education programs. Additional education cuts are certain to come as revenues continue to decline and states follow statutory requirements to balance their budgets. States that are already in fiscal crises cannot be expected to assume a greater burden of support resulting from declining federal investments in education. Mid-year budget cuts have occurred in higher education in at least 30 states this academic year and higher education analysts are predicting deeper cuts yet to come at public colleges around the country (American Association of State Colleges and Universities).

Despite the overwhelming need to invest federal resources in our nation's education system, the President's 1992 education budget request is significantly less than the projected rate of inflation. It is a classic example of a "flexible freeze" budget. Increases in some

programs are offset by cuts in others, leaving a net increase for current programs of less than one percent. Further, the President's education proposal would eliminate Pell Grants for 400,000 students including both low- and middle-income families. In addition, the proposal also reduces support for college work study and the Perkins loan program. (Education Daily, 4/12/91)

Quality and Access Threatened

The overall impact on the quality of higher education includes:

- caps on enrollments and cancellation of classes, denying access to qualified students;
- overcrowded or unavailable classes and a general deterioration of campus services and facilities;
- thousands of class sections closed, depriving students of courses they need, and leaving their progress toward a degree and graduation in doubt;
- thousands of service hours cut in academic counseling, library access and computer center operations;
- cutbacks in the purchase of computer equipment, lab materials, and library books and periodicals;
- delays in routine maintenance of classrooms, laboratories and libraries;
- subjecting faculty and staff to hiring freezes, furloughs, dismissals, and salary and benefit cuts. (At the same time, institutions are faced with the need to recruit the next generation of faculty to replace thousands expected to retire in the coming years. The cutbacks could jeopardize the recruitment of female and minority faculty);
- low morale of students, staff, and faculty;
- harming those most in need of educational and training opportunities—minorities, women, those in the lower economic strata of our society, and nontraditional students.

State and national economies will also be losers in the funding crisis if we fail to prepare people for the economic realities of the 21st century. As investments in public higher education decrease, so will the dividends. Support for higher education promotes a better educated citizenry capable of earning more and paying more taxes. States with strong postsecondary institutions are more competitive at attracting corporations and businesses that require highly skilled employees. Reduced investment in public higher education will be felt by states and the nation for decades to come. At a time when the

world economy is becoming increasingly competitive and when changing job skills require information processing and use of high technology, it is economic suicide to reduce the investment in higher education. Education is an anti-recession program because it provides re-training for workers laid off and education for students who cannot find jobs.

In the 1980s, a considerable gap opened up between the earning power of college graduates and those with high school diplomas. It is much harder for a male high school graduate to be in the middle class today than it was 10 years ago. In 1971, median earnings for working males with a high school diploma were $24,581 compared to $30,377 for college graduates, expressed in constant 1989 dollars. By 1979 the gap had declined with the high school graduate making $23,939 and the college graduate down to $26, 598. But by 1987, the trend reversed. College graduates' incomes rose 10 percent during the 1980s to $29,299, but high school graduates saw their real wages drop almost 16 percent to $20,210—barely two-thirds as much as the more highly educated group. (Frank Levy, University of Maryland, an expert in income distribution in the United States.)

Public Education Squeezed

The funding difficulties faced by public higher education are broad and deep and are occurring in the north and south and from coast to coast. The four states described below illustrate the dimensions of the national financial crisis.

In California, where the concept of open access to higher education has long been a priority, budget cutbacks and student fee increases are making acceptance into college far from a routine practice. The California State University (CSU) alone will lose about 600 faculty members, leading to a reduction of 4,000 classes. About 20,000 students and prospective students either will be unable to take classes they need to graduate or will not be admitted even if qualified. In the future, both CSU and the University of California systems will be turning away more and more students as university officials actively work to bring down enrollments simply to meet the realities of continually tight budgets.

As a result, enrollments in California's community colleges are growing well past their ability to accommodate them. Students flowing into the community colleges are finding overbooked or canceled classes, outdated equipment, and declining facilities. California's community colleges, already exceeding their enrollment caps for increases in state funding, currently have 88,000 students

enrolled for which they receive no additional state funds. And the problems will likely multiply with a proposed cut of over $200 million for the two-year public schools for the next year. Plans to cut hundreds of classes this fall are being put in place throughout the 1.5 million student system creating an even greater competition for classes. It is estimated that as many as 100,000 California students could be shut out of needed classes in the coming year.

In Massachusetts, where higher education is one of the state's key industries, public colleges and universities have experienced three consecutive years of massive budget cuts, the worst in the nation. The losses have already resulted in the elimination of 1,000 courses, as well as 1,200 positions. To offset the lower appropriations, student fees have been raised, making the University of Massachusetts at Amherst one of the most expensive land-grant colleges in the nation, with in-state tuition, fees, and room and board reaching $8,100 this year.

Just recently, the Governor and state legislative leaders reached agreement on yet another $88 million cut in state appropriations to public higher education in FY 1992, a 17.4 percent reduction from FY 1991 expenditures. This brings the total three-year reduction in state appropriations to a staggering $220 million or 34.5 percent (since the high-water mark of $638 million in FY 1989). In addition to a furlough program already in effect for faculty and staff, other proposals include regressive program adaptations such as changing some scholarships into loans and linking tuition rates to a student's family income.

In New York, the City University of New York, a higher educational institution committed to providing access to all segments of the city's population, has sustained approximately $170 million in state aid cuts in recent years and is facing an academic disaster. After years of belt-tightening, large chunks of the University's infrastructure have been chipped away and eroded. The municipal budget of New York City recommends the elimination of 900 community college positions through a cut of $60 million. The state budget plan for 1991-92 will eliminate 810 positions at CUNY's senior colleges, reduce base aid at the community colleges by $125 per student, and increase tuition by $500. That increase, coupled with reductions in aid, will deny a college education to many of the city's otherwise qualified citizens.

Similarly, the State University of New York is facing a budget that, if enacted, would cut SUNY state aid by approximately $160 million. With several years of state aid reductions already taking their toll, SUNY anticipates that hundreds of programs and course

offerings will be affected, over 1500 state-funded positions will be eliminated, and students will still have to pay a tuition increase of $800. Municipal and county cutbacks will further contract admissions and programs at the 30 two-year colleges under the jurisdiction of SUNY.

In Virginia's current budget, higher education institutions face the loss of 13 percent of state funding, making faculty lay-offs, wage freezes, and increased tuition inevitable. Four Virginia state colleges and all 23 community colleges have already increased tuitions this year. At Virginia Tech, 131 faculty jobs have been eliminated, and class size has tripled.

Joint Recommendations

Today's funding crisis is primarily a product of the shift of fiscal responsibilities from the federal to the state level, and the decline of middle income government benefits such as student aid. The increased reliance on regressive taxes like general sales and property taxes at the state level and the Social Security tax and "simplified" income tax at the federal level are at the root of the funding crises.

AAUP, NEA, and AFT agree that the establishment of a fair and progressive federal income tax is essential to any long-term solution to educational funding. We must find ways to transform the tax debate from one of tax increases to one of establishing a fair system of meeting our academic and other societal obligations. We jointly urge the President and Congress to fulfill their responsibility for the overall well-being and progression of an educational system that is key to the lives of the American people and to the health of our society.

We urge state legislators and governors across the country to take a close look at the long-term ill effects their states will suffer from the so-called short-term budget cuts they are pushing onto their colleges and universities. Only a fair, equitable and dependable tax structure at both the state and federal levels will help to resolve the quality and accessibility issues we currently face.

With this year's reauthorization of the Higher Education Act (HEA), we call on Congress to reaffirm its commitment to American public higher education.

To achieve the goal of improved access, we support:

- re-establishing Pell Grants as the primary vehicle to fund a college education;

- helping middle-income working people meet increasing college costs;
- restoring the value of student aid to the 1970's level in terms of current college costs;
- increasing the proportion of student grants to loans;
- clarifying language to assure that minority scholarships continue to be available and are not jeopardized by federal policy;
- increasing support for graduate studies;
- encouraging talented individuals to pursue teaching and strengthening teacher education programs;
- ensuring that nontraditional students are served; and
- simplifying the financial aid process.

Finally, we are all too well aware that, without adequate funding, the best of laws is an empty promise. It is essential that adequate funds be provided to implement this reauthorization of the Higher Education Act. This includes federal funding for programs of institutional, scholar, and student support; student financial assistance to assure access and choice for all students who wish to pursue higher education regardless of personal financial means; and support for the historically Black colleges, for American Indian and Tribal colleges, and for developing institutions. AFT, AAUP, and NEA are committed to continue working together to assure that these funds are allocated.

NEA Standing Committee on Higher Education

The NEA Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA policymaking bodies recommendations on existing or proposed Association policy related to higher education. The Committee works for the full integration of higher education into the program of the Association and transmits to the NEA president and executive director relevant data for planning purposes.

Committee Members, September 1991

VirginiaAnn G. Shadwick, Chair, San Francisco State University, CA

Kristine Anderson, Florida Atlantic University, FL

Barbara B. Boyd, Gadsden State Community College, AL

Carolyn Gwaltney, Point Pleasant Elementary School, MD

R. Sinikka Hayasaka, University of Hawaii, HI

Kathryn A. Halverson, Metropolitan Community College, NE

Roger Knutsen, Green River Community College, WA

James F. Rice, Quinsigamond Community College, MA

John R. Russo, Youngstown State University, OH

Marsha Self, El Paso County Community College, TX

Rance Thomas, Lewis & Clark Community College, IL

Ima Lee Wells, NEA-New Mexico, NM

Melanie Jones, Student Representative, CA

Staff Liaison Kristeen Hanselman, Manager
Christine Maitland, Coordinator

NEA Membership and Benefits

The National Education Association puts the strength of more than two million members and the experience of more than 130 years of educational advocacy to work for faculty and staff. No other professional organization or union can claim so long and strong a record of effective representation.

NEA is the largest college and university faculty organization in the United States, representing more than 100,000 higher education personnel. This size gives NEA the resources to represent faculty and staff on campus, in state legislatures, and in Washington—where many critical decisions about higher education are made.

At a time when our status is being constantly questioned, challenged and threatened, faculty and staff must work together to protect professional and economic rights. Concerted action is needed to safeguard intellectual freedom, tenure, the right to a voice in academic governance, and professional integrity.

Strong Advocacy

On campus, NEA represents faculty and staff concerns. From Maine to Hawaii and Michigan to Texas, NEA chapters represent faculty, academic professionals, and university personnel in every type of institution—from public and private community colleges to Ph.D. granting universities. NEA offers professional advice, support, and assistance on key issues like salary and benefits and pay equity studies and actions.

Association experts visit campuses to assist faculty members in settling problems such as violations of tenure rights and academic freedom.

Where collegiality and conciliation have failed to protect and promote faculty interests, collective bargaining may be the most appropriate method to resolve problems. NEA represents faculty

and staff through collective bargaining at more higher education institutions than any other organization.

In other areas, where collective bargaining is not an option, NEA and NEA state and campus chapters have used the Association's political influence to win increased funding and to strengthen the rights of faculty and staff.

Seasoned Political Representation

Key decisions on the future of higher education are often made by politicians, not academicians. Faculty and staff need a strong, reliable voice to carry their recommendations to state capitals and to Washington.

On Capitol Hill, NEA lobbyists work effectively for increased financial support for higher education, including re-authorization of the Higher Education Act, the mainstay of higher education funding. In addition, NEA lobbyists monitor other legislation such as tax reform, retirement, health care, and other issues that have a significant impact on all educational personnel.

In the 1990 elections, more than $3.5 million (all member-contributed—none of this taken out of dues money) was contributed to support election of pro-education candidates from both major political parties through the NEA Political Action Committee (NEA-PAC). More than three of every four federal candidates endorsed by NEA-PAC since 1972 have been elected.

On all governmental levels, NEA is a respected voice for faculty and staff concerns.

Professional Resources

NEA, the largest employee organization in this country, has the breadth of resources to provide its higher education members a wide range of services, including:

Legal advice and liability

NEA's legal staff has effectively argued that academic freedom should be recognized as a constitutional right. As a result of NEA litigation, tenure is now viewed as a property right protected by the 14th Amendment.

The Association's Legal Services Program protects members subject to dismissal or severe sanction as well as providing legal advice on other issues.

NEA higher education members are automatically protected by a $1 million professional liability insurance policy at no extra cost.

This liability insurance is there to defend members in cases that arise from the performance of their professional duties.

Research and information

Faculty compensation data are available to NEA state and local affiliates through the NEA Research Computer Network (RCN). The RCN also contains financial and budgetary data that helps affiliates analyze how institutions allocate their resources. This massive data base may be tapped for studies supporting organization, negotiations, lobbying, and litigation. Information about collective bargaining contracts in higher education, census data, and political action is also available through NEA.

Special publications

NEA's higher education members automatically receive subscriptions to three publications:

1. *Thought and Action*—an academic journal published two times a year that provides a forum for in-depth discussion of the issues affecting higher education. NEA members are encouraged to submit manuscripts. Submissions are refereed by an eight-member review panel composed of NEA faculty members.
2. *NEA Higher Education Advocate*—a newsletter published thirteen times a year, providing current news about higher education, state and national politics, and NEA higher education units.
3. *The NEA Higher Education Almanac*—an annual compendium of information and data about higher education, its leading personalities, and current debates.

Governance

To ensure the needs and concerns of NEA higher education members are specifically identified and represented within NEA, the National Council for Higher Education (NCHE) and the NEA Standing Committee on Higher Education are an integral part of the governance structure of the National Education Association. NCHE and the Standing Committee have representatives from colleges and universities around the nation.

National Conference

Each spring NEA sponsors the National Conference on Higher Education which brings together political and educational leaders along with faculty and staff to discuss issues confronting colleges and universities.

Year-round savings

NEA higher education members are eligible to enroll in a wide range of unique programs available from NEA Special Services. These include:

- Low-cost term life insurance providing up to $200,000 coverage
- Special insurance programs including DUES-TAB (free life and AD&D insurance for members)
- MemberCare Health Insurance*
- AD&D (Accidental Death & Dismemberment) Insurance
- A Gold Mastercard or Visa at discount prices
- Retirement Security —Members can obtain tax-deferred annuities and a supplement that provides guidelines for evaluating individual TDA products*
- Travel—NEA's travel program provides substantial travel discounts
- Hertz Discount—Significant discounts on all Hertz car rentals
- Homeowners and Renters Insurance—Special discounts for NEA members
- Consumer Publications—Free consumer guides on a variety of topics
- Prescription and Non-Prescription Medicine—A full range of vitamins and other healthcare products available through mail order
- Disability Insurance—Pays benefits when you are unable to work*
- NEA Credit (loan) P—Members can borrow up to $7,000 by mail*

For detailed information on all programs contact: NEA Special Services service number (800) 637-INFO.

*Check for availability in your state.

The NEA Higher Education Journal

Published semiannually, *Thought & Action* is the interdisciplinary journal of the National Education Association. *Thought & Action* publishes articles dealing with higher education that present the kind of intelligent dialogue that unsettles presuppositions, shakes loose comfortable assumptions, and generates responsible "thought and action."

Employing the blind review process, an eight-member panel of working faculty from across the nation meet twice a year.

Thought & Action Review Panel: 1991-92

Caroline Addison, Department of Baccalaureate Nursing, University of Detroit

Thomas Auxter, Department of Philosophy, University of Florida

Stewart Doty, Department of History, University of Maine

Patricia Gandara, School of Education, University of California at Davis

Patricia Gozemba, Department of English, Salem State College

Joan Hays, Department of Health, Physical Education, and Recreation, Southwest Texas State University

Linda K. Johnsrud, Department of Educational Administration, University of Hawaii at Manoa

Kathleen Urban, Legal Assistant Program, Social Science Division, Laramie County Community College

Contributors to *Thought & Action* should submit copies of their work both on computer diskette and hard copy. Manuscript guidelines are available upon request.

All correspondence and manuscript submissions should be sent to: Rebecca L. Robbins, Ph.D., Editor, *Thought and Action*, NEA Publishing, 1201 16th Street, N.W., Washington, D.C. 20036.

The National Council for Higher Education

The National Council for Higher Education (NCHE) is an independent organization for all higher education members within the National Education Association.

What Does NCHE Do?

NCHE identifies and focuses the interests and concerns of NEA higher education members and affiliates, promotes NEA as the representative agent for higher education, and recommends programs within NEA to address the problems faced by college and university faculty and staff. NCHE is committed to promoting academic justice and excellence.

NCHE works directly with the NEA Standing Committee on Higher Education, the NEA Executive Committee, Board of Directors, and other standing committees to refine and expand NEA higher education policy and programs.

NCHE participates actively in the NEA Representative Assembly and other governance meetings to influence decisions important to higher education. In recent years, NCHE has secured the adoption of policies and items that:

- instruct NEA lobbyists in Congress to increase funds for student aid, especially in the Pell grant program.
- support and encourage the development of mentoring programs for minority students and faculty.
- outline an expanded role for faculty in the governance of two-year and four-year colleges and universities.
- advocate for higher education NEA governance positions, e.g., Executive Committee or Vice-President.

NCHE interviews and endorses candidates for elected NEA office. NCHE also annually recognizes outstanding higher education NEA leaders by presenting the James M. Davenport Memorial Award.

NCHE Officers for 1991-92

President:	VirginiaAnn G. Shadwick San Francisco State University
Vice President:	Roger Knutsen Green River Community College
Secretary/Treasurer:	James Rice Quinsigamond Community College
Executive Committee:	Gloria J. Green-Ridley University of the District of Columbia
	Judy Little Humboldt State University
	L. Alice Peters Bergen Community College
	Barry Stearns Lansing Community College
	Gloria Wagener Saginaw Valley State University
	James L. Wilson Broward Community College

Who May Join?

NCHE membership is open both to individuals and organizations as follows:

Organizations—Organizational membership includes any higher education local or statewide affiliate may join NCHE. Annual dues for units with 11-200 members are $200; 201-500 members, $350; and for more than 500 members, $500.

Individuals—Individual membership includes any NEA member currently employed in a college or university, or leave from, or seeking employment at, such an institution, or any member of NEA-Retired whose primary employment was in higher education. Annual dues are $20.

Associates—Associate (nonvoting) memberships include NEA members or affiliate staff members who support NCHE's purposes and activities. Annual dues are $10.

NCHE members receive a regular newsletter and special publications regarding NEA and its affiliates. Contact: Secretary-Treasurer, NCHE, Membership and Affiliates, NEA, 1201 16th Street, N.W., Washington, DC 20036, (202)822-7162.

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	90	85	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	52	65	2	1
Atlantic Comm. College NJ	91	68	2	1
Baker College, MI	20	78	2	1
Barstow College, MI	33	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Bellevue Comm. College, WA	350	72	2	1
Bergen Comm. College, NJ	239	68	2	1
Big Bend Comm. College, WA	50	80	2	1
Blue Mountain Comm. College, OR	73	75	2	1
Brevard Comm. College, Fl	231	81	2	3
Brookdale Comm. College, NJ	166	71	2	1
Broome Comm. College, NY	217	79	2	1
Broward Comm. College, FL	285	83	2	4
Burlington County College, NJ	89	70	2	1
Butler County Comm. College, KS	81	71	2	1
Butte College, CA	125	78	2	1
California State University System, CA	21,609	82	4	20
Camden County College, NJ	95	80	2	1
Carl Sandburg College, IL	57	75	2	2
Cayuga County Comm. College, NY	80	78	2	1
Central Comm. College, NE	134	90	2	3
Central Michigan University, MI	615	77	4	1
Chaffey Comm. College, CA	309	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College, Adjunct, OR	600	84	2	1
Chipola Junior College, FL	57	76	2	1
Chippewa Valley Tech. College, WI	188	85	2	2

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Citrus College, CA	130	77	2	1
Clackamas Comm. College, OR	150	75	2	1
Clackamas Comm. College, Adjunct, OR	430	86	2	1
Clackamas Comm. College/Staff, OR	156	83	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	58	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	46	70	2	1
Coast Comm. College Dist., Adjunct, CA	1,100	79	2	3
Colby Community College, KS	151	88	2	1
Columbia Basin Comm. College, WA	37	72	2	1
Columbia Greene Comm. College, NY	43	79	2	1
County College of Morris, NJ	158	75	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	49	68	2	1
Danville Area Comm. College/Staff, IL	72	84	2	1
Danville Area Comm. College, IL	69	83	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	237	76	2	1
Desert, College of the, CA	279	87	2	1
Detroit College of Business, MI	22	73	4	1
Detroit, Univ. of, MI	167	75	4	1
District of Columbia, Univ. of, DC	459	78	4	3
DuPage, College of, IL	230	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College, Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College, Dist IX, IA	157	75	2	3
Edison State Comm. College, OH	43	85	2	1
Elgin Comm. College/Staff, IL	40		2	1
Endicott College, MA	30	73	2	1
Erie Comm. College, NY	468	78	2	3
Essex County College, NJ	147	68	2	1
Ferris State University, MI	507	73	4	1
Finger Lakes, Comm. College of the, NY	147	78	2	1
Florida Memorial College, FL	40	79	4	1
Florida State Univ. System, FL	8,000	76	4	9
Florida State Univ. System, Grad. Ass'ts, FL	3,300	76	4	2
Fox Valley Tech. College, WI	200	68	2	2
Fulton-Montgomery Comm. College, NY	67	78	2	1
Garden City Comm. College, KS	65	71	2	1
Gateway Technical College, WI	250	82	2	4
Gavilan Comm. College, CA	69	76	2	1
Genessee Comm. College, NY	112	78	2	1
Glen Oaks Comm. College, MI	28	68	2	1
Gogebic Comm. College, MI	48	65	2	1
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	91	76	2	1
Hawaii, University of, HI	3,159	74	2/4	10
Hawkeye Inst. of Tech., IA	118	80	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Highline Comm. College, WA	381	65	2	1
Hillsboro Comm. College, FL	198	83	2	3
Hocking Technical College, OH	51	86	2	1
Hudson County Comm. College, NJ	42	89	2	1
Hudson County Comm. College/Admin., NJ	23	89	2	1
Hudson County Comm. College/Staff, NJ	86	89	2	1
Hutchinson Comm. College, KS	80		2	1
Illinois Eastern Comm. College, IL	89	85	2	4
Imperial Valley College, CA	77	82	2	1
Independence Comm. College, KS	34	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	82	75	2	2
Iowa Western Comm. College, IA	116	75	2	1
Jackson Comm. College, MI	120	65	2	1
Jefferson Comm. College, NY	73	75	2	1
Jefferson Tech. College, OH	46	85	2	1
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	216	80	2	1
Kalamazoo Valley Comm. College, MI	96	69	2	1
Kansas City Kansas Comm. College, KS	104	71	2	1
Kaskaskia Comm. College, IL	27	84	2	1
Kaskaskia Comm. College/Staff, IL	60		2	1
Keene State College, NH	157	77	4	1
Kellogg Comm. College, MI	103	68	2	1
Kendall College of Art and Design, MI	50	74	3/4	1
Kern Comm. College, CA	324	77	2	3
Kirkwood Comm. College, IA	184	75	2	1
Labette Comm. College, KS	35	70	2	2
Laboure College, MA	15	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State University, MI	112	78	4	1
Lake Superior State Univ./ESP, MI	112	85	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. College, WI	92	68	2	1
Lane Comm. College, OR	272	74	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lehigh County Comm. College, PA	66	70	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	313	79	2	2
Part-time unit	610	89	2	2
Lowell, Univ. of, MA	546	76	4	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Maine Voc. Tech. Inst. Sys., ME	307		2	6
Maine, Univ. of-System/ESP 1, ME	300	78	4	9
Maine, Univ. of-System/ESP 2, ME	150	78	4	9
Maine, Univ. of-System ME	1,317	78	4	7
Massachusetts Comm. College System, MA	1,900	76	2	17
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	17
Massachusetts State Colleges, MA	1,535	77	2	17
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, Univ. of, MA	1,800	74	4	2
Massachusetts, Univ. of/ESP, MA	1,293	80	4	2
McHenry County College, IL	55	71	2	1
Merced College, CA	123	76	2	1
Mercer County Comm. College, NJ	119	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State Univ./AP, MI	550	85	4	1
Mid-Michigan Comm. College, MI	40	68	2	1
Mid-Plains Tech Comm. College Area, NE	75	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Minnesota Comm. College System, MN	1,629	72	2	18
Minnesota/Duluth/Waseca, Univ., MN	346	80	2/4	2
Monroe County Comm. College, MI	56	73	2	1
Montcalm Comm. College, MI	27	68	2	1
Monterey Peninsula Comm. College, CA	400	78	2	1
Mott Comm. College, MI	196	66	2	1
Mount Hood Comm. College, OR	561	75	2	1
Mount Hood Comm. College, Adjunct, OR	404	82	2	1
Mount San Antonio College, CA	750	76	2	1
Mount San Jacinto College, CA	44	77	2	1
Muskegon Comm. College, MI	97	65	2	1
Napa Valley College, CA	213	77	2	1
National College of Business, SD	40	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Niagara County Comm. College, NY	150	78	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. College, WI	138	69	2	2
North Country Comm. College, NY	65	78	2	4
North Orange County Comm. College, CA	550	79	2	2
Northeast Iowa Tech. Inst., IA	96	75	2	2
Northeast Technical Comm. Colleges, NE	73	90	2	1
Northeast Wisconsin Tech, College, WI	195	72	2	3
Northern Iowa, Univ. of, IA	580	80	4	1
Northern Mich. Univ./Skills Ctr., MI	24	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	35	75	2	1
Northwest Tech. College, ESP, OH	20	86	2	1
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College, IL	141	86	2	1
Oakton Comm. College/Part-time, IL	65	85	2	1
Ocean County College, NJ	102	68	2	1
Olympic College, WA	344	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palm Beach Comm. College, FL	200	88	2	4
Palo Verde Comm. College, CA	12	81	2	1
Pasadena City College, CA	343	79	2	1
Passaic County Comm. College, NJ	54	72	2	1
Peninsula College, WA	108	67	2	1
Pennsylvania State System of Higher Ed., PA	400	78	4	14

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Pensacola Jr. College, FL	260	85	2	1
Pima Comm. College, AZ	280	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	25	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	368		2	1
Rhode Island, Comm. Collegle of, RI	310	72	2	2
Rhode Island, Comm. College of/Prof. Staff, RI	130	80	2	2
Rhode Island School of Design, RI	97	78	4	1
Rhode Island School of Design/Part-time, RI	146	80	4	1
Rhode Island, Univ. of/Physicians, RI	4	79	4	1
Rio Hondo Comm. College, CA	363	79	2	1
Riverside Comm. College, CA	650	78	2	1
Roger Williams College, RI	152	72	4	2
Rogue Comm. College, OR	66	75	2	1
Saddleback Comm. College, CA	910	76	2	2
Saginaw Valley State University, MI	152	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1
Saint Leo College, FL	56	79	4	1
Salem Comm. College, NJ	31	75	2	1
San Bernadino Comm. College, CA	544	86	2	2
San Joaquin Deltal College, CA	580	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College, Dist. 6, CA	60	77	2	1
Sauk Valley College, IL	50	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	336	72	2	1
Sequoias, College of the, CA	313	76	2	1
Shasta College, CA	131	76	2	1
Shawnee Comm. College, IL	20	84	2	1
Shawnee State University, OH	80	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	530	77	2	1
Skagit Valley College, WA	288	65	2	2
Solano Comm. College, CA	334	77	2	1
South County Community College, CA	895	78	2	2
South Dakota Univ. System, SD	1,250	77	4	6
Southeastern Comm. College, IA	78	75	2	2
Southeastern Comm. College/Prof. Adm., NE	55	91	2	3
Southeastern Illinois College, IL	40	85	2	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	225	88	4	2
Southern State Comm. College, OH	29	85	2	3
Southwestern College, CA	500	77	2	1
Southwestern Comm. College, IA	38	75	2	2
Spokane Falls Comm. College Dist. 17, WA	1,000	70	2	2
Spoon River College, IL	38	73	2	1
St. Clair County Comm. College, MI	95	68	2	1
St. Louis Comm. College, MO	473	78	2	3
Sullivan County Comm. College, NY	120	78	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Sullivan County Comm. College/Staff, NY			2	1
Taft College, CA	23	76	2	1
Terra Tech. College, OH	46	85	2	1
Thaddeus Stevens State School of Tech., PA	41	72	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55		2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	4	1
University of Nebraska-Kearney, NE	308	76	4	1
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Washtenaw Comm. College, MI	162	66	2	1
Waukesha County Tech. College, WI	259	67	2	3
Wenatchee Valley College, WA	178	65	2	1
West Hills Comm. College, CA	47	77	2	1
West Shore Comm. College, MI	78	84	2	1
Western Iowa, Tech. Comm. College, IA	68	76	2	1
Western Nebraska Comm. College, NE	97	76	2	2
Westmoreland County Comm. College, PA	65	72	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State Univ./AS, OH	440	85	4	1
Youngstown State Univ./AP, OH	70	86	4	1
Youngstown State Univ., OH	414	72	4	1

NOTES:

1. Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP=Academic Professional unit. AS=Administrative staff unit.
2. Data for NEA Academic Professionals and Administrative Staff units are incomplete. *The NEA 1993 Almanac of Higher Education* will include updated infomration.
3. This table employs the definition of a branch campus used by the National Center for Educational Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.

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